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ABSTRACT

Designed to assist teachers in improving instruction in agriculture and related areas, this curriculum guide is written in terms of student performance using measurable objectives, and is a suggested method of group instruction for students who are employed in an agribusiness program. The material is intended to cover those items which every student will most likely encounter in an agribusiness occupation. Areas of instruction are divided into seven sections, with each section consisting of one or more units. Each unit includes performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, tests, and test answers. The sections are Employment Information, which includes units on Orientation, Training Agreement, and Organizations; Human Relations in Agribusiness; Selling and Salesmanship; Advertising; Marketing Agricultural Products; Operational Information, which includes Agribusiness Machines, Sales Procedures and Records, and Merchandise Control; and Agribusiness Management, which includes Credit Analysis and Management, Insurance, Tax Management, and Legal Aspects of Agribusiness. (HD)

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AGRICULTURE
SALES AND SERVICES

WRITTEN BY
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Developed by the
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UNIVERSITY OF MISSOURI-COLUMBIA
for the
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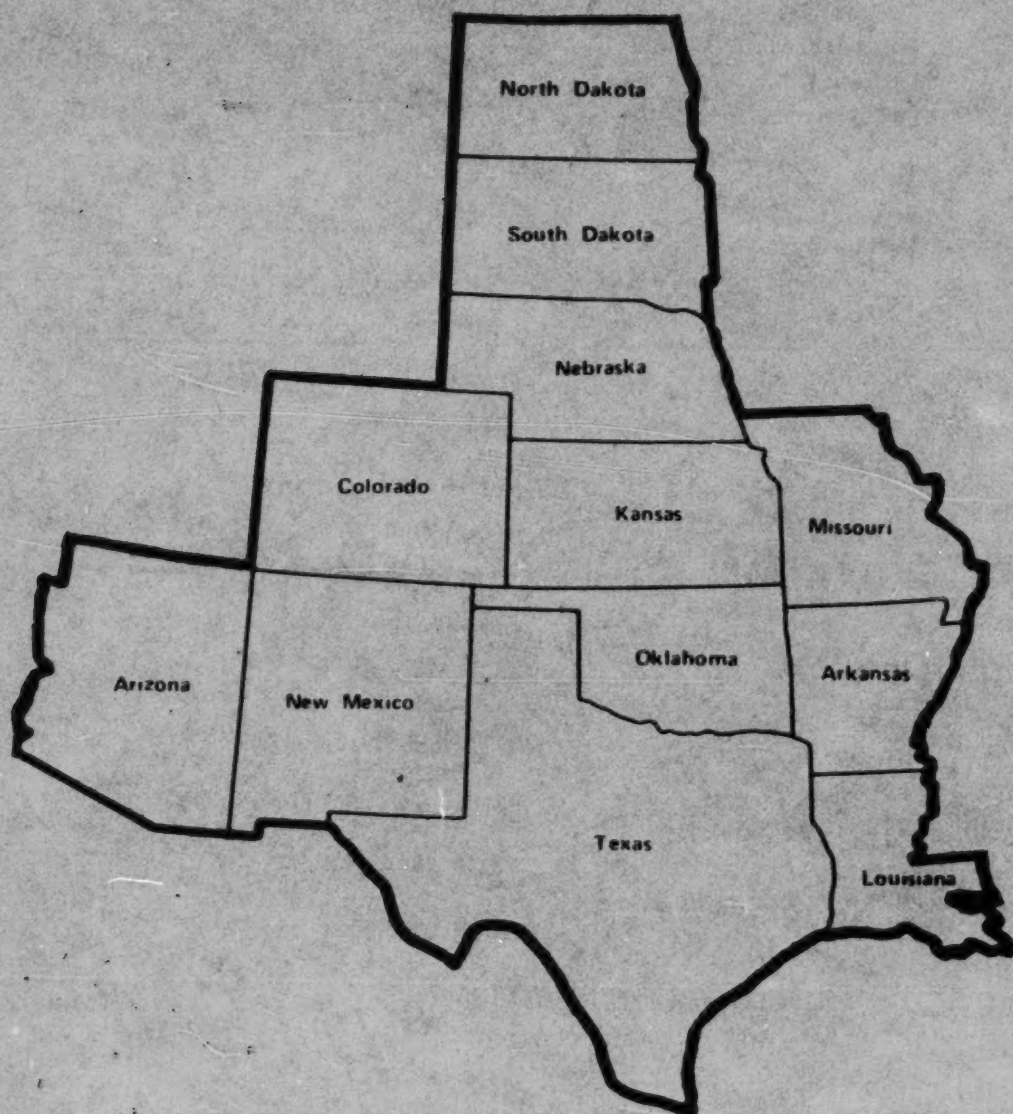


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FOREWORD

The Mid-America Vocational Curriculum Consortium, Inc. is a group of states striving to provide needed curriculum materials to the vocational instructors within the member states. Because this area of training, Agriculture Sales and Services, is such an important and relevant area of instruction at this time, the members of MAVCC are especially pleased to have the opportunity to develop this publication.

The purpose of this publication is to assist teachers in improving instruction. As these materials are used, it is hoped that student performance will improve and that students will be better able to assume a role in an agricultural occupation.

Instructional material in this publication is written in terms of student performance using measurable objectives. This is an innovative approach to teaching that accents and augments the teaching-learning process. Criterion referenced evaluation instruments are provided for a uniform measurement of student progress. In addition to evaluating recall information, teachers are encouraged to evaluate the other areas including process and product as indicated at the end of each instructional unit.

Every effort has been made to make this publication basic, readable and by all means usable. Three vital parts of instruction have been intentionally omitted from this publication: motivation, personalization and localization. These areas are left to the individual instructors and the instructors should capitalize on them. Only then will this publication really become a vital part of the teaching-learning process.

Ann Benson
Executive Director
Mid-America Vocational
Curriculum Consortium

PREFACE

This unit is a suggested method of group instruction for students who are employed in an agribusiness program.

The material is intended to cover those items which every student will most likely encounter when employed in an agribusiness occupation.

Individualized instructional material should be supplemental to this unit to meet individual and local needs.

It is a suggestion from the committee preparing this unit on sales and services that approximately sixty percent of allotted time be spent on group instruction and forty percent be spent on individualized instruction. These percentages may vary to suit local and community needs.

Amon Herd, Chairman
Board of Directors
Mid-America Vocational
Curriculum Consortium

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Appreciation is extended to those individuals who contributed their time and talents to the development of the Agriculture Sales and Services curriculum.

The contents of this publication were planned and reviewed by:

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USE OF THIS PUBLICATION

Instructional Units

The Agriculture Sales and Services curriculum includes seven areas. Each area consists of one or more units of instruction. Each instructional unit includes some or all of the basic components of a unit of instruction: performance objectives, suggested activities for teacher and students, information sheets, assignment sheets, job sheets, visual aids, tests and answers to the test. Units are planned for more than one lesson or class period of instruction.

Careful study of each instructional unit by the teacher will help him determine:

- A. The amount of material that can be covered in each class period.
- B. The skills which must be demonstrated.
 - 1. Supplies needed
 - 2. Equipment needed
 - 3. Amount of practice needed
 - 4. Amount of class time needed for demonstrations
- C. Supplementary materials such as pamphlets and filmstrips that must be ordered.
- D. Resource people that must be contacted.

Objectives

Each unit of instruction is based on performance objectives. These objectives state the goals of the course thus providing a sense of direction and accomplishment for the student.

Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important for the teacher and students to have a common understanding of the intent of the objectives. A limited number of performance terms have been used in the objectives for this curriculum to assist in promoting the effectiveness of the communication among all individuals using the materials.

Following is a list of performance terms and their synonyms which may have been used in this material:

<u>Name</u>	<u>Identify</u>	<u>Describe</u>
Label	Select	Define
List in writing	Mark	Discuss in writing
List orally	Point out	Discuss orally
Letter	Pick out	Interpret
Record	Choose	Tell how
Repeat	Locate	Tell what
Give		Explain

<u>Order</u>	<u>Distinguish</u>	<u>Construct</u>
Arrange	Discriminate	Draw
Sequence		Make
List in order		Build
Classify		Design
Divide		Formulate
Isolate		Reproduce
Sort		Transcribe
		Reduce
		Increase
		Figure

Demonstrate

Show your work
 Show procedure
 Perform an experiment
 Perform the steps
 Operate
 Remove
 Replace
 Turn off/on
 (Dis) assemble
 (Dis) connect

Reading of the objectives by the student should be followed by a class discussion to answer any questions concerning performance requirements for each instructional unit.

The teacher should feel free to add objectives which will fit the material to the needs of his student and community. When a teacher adds objectives, he should remember to supply the needed information, assignment and/or job sheets and criterion tests.

Suggested Activities

Each unit of instruction has a suggested activities sheet outlining steps to follow in accomplishing specific objectives. The activities are listed according to whether they are the responsibility of the instructor or the student.

Instructor: Duties of the instructor will vary according to the particular unit; however, for best use of the material they should include the following: provide students with objective sheet, information sheet, assignment sheets and job sheets; preview filmstrips, make transparencies and arrange for resource materials and people; discuss unit and specific objectives and information sheet; give test. Teachers are encouraged to use any additional instructional activities and teaching methods to aid students in accomplishing the objectives.

Students: Student activities are listed which will help the student to achieve the objectives for the unit.

Information Sheet

Information sheets provide content essential for meeting the cognitive (knowledge) objectives of the unit. The teacher will find that information sheets serve as an excellent guide for presenting the background knowledge necessary to develop the skills specified in the unit objective.

Transparency Masters

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information or they may reinforce information presented in the information sheets. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion. They should be left on the screen only when topics shown are under discussion.

(NOTE: Stand away from the overhead projector when discussing transparency material. The noise of the projector may cause the teacher to speak too loudly.)

Job Sheets

Job sheets are an important segment of each unit. The instructor should be able to and in most situations should demonstrate the skills outlined in the job sheets. Procedures outlined in the job sheets give direction to the skill being taught and allow both student and teacher to check student progress toward the accomplishment of the skill. Job sheets provide a ready outline for a student to follow if he has missed a demonstration. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this training.

Assignment Sheets

Assignment sheets give direction to study and furnish practice for paper and pencil activities to develop the knowledge which is the necessary prerequisite to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided which may be used by the student and/or teacher for checking student progress.

Test and Evaluation

Paper-pencil and performance tests have been constructed to measure student achievement of each objective listed in the unit of instruction. Individual test items may be pulled out and used as a short test to determine student achievement of a particular objective. This kind of testing may be used as a daily quiz and will help the teacher spot difficulties being encountered by students in their efforts to accomplish the unit objective. Test items for objectives added by the teacher should be constructed and added to the test.

Test Answers

Test answers are provided for each unit. These may be used by the teacher and/or student for checking student achievement of the objectives.

AGRICULTURE OCCUPATIONAL EXPERIENCE PROGRAM

_____ Semester Summary - Year 19 ____ 19 ____

Name of Student _____

Working Station _____

Owner and/or Manager _____

Supervisor _____

Hours Worked _____ Wages Earned _____

New learning experience or skills
gained On-The-Job

Jobs the student can perform
with competence

Student _____

Voc. Ag. Coordinator _____

Supervisor _____

AGRICULTURE OCCUPATIONAL EXPERIENCE PROGRAM

19__-19__

Name _____

Month _____

Week of _____ to _____

Name of Working Station _____

Owner and/or Manager _____

Supervisor _____

Hours worked this week _____ Wages earned _____

My work experience for this week was: _____

ROUTINE JOBS

NEW EXPERIENCE
ON THE JOB

JOBS I CAN PERFORM
WITH COMPETENCE

EMPLOYER'S PERIODIC RATING FOR STUDENTS IN OFF-FARM AGRICULTURAL OCCUPATIONS

Student _____ Date _____
 Training Station _____ Rated by _____

DIRECTIONS: Please circle one of the numbers (1 through 10) opposite each of the five factors in the left-hand column which you think most nearly indicates the trainees rating for the past six weeks school period.

FACTORS	UNSATISFACTORY	BELOW AVERAGE	AVERAGE	ABOVE AVERAGE	EXCELLENT
	1 2	3 4	5 6	7 8	9 10
<u>Progress</u> Has he advanced in skill and knowledge during the past six weeks?	Has made almost no progress.	Has progressed in only a few phases of his training.	Has made average progress in his training.	Has advanced beyond expectations	Exceptional progress made in skills and knowledge
<u>Initiative</u> Can he originate and carry out his ideas?	Has to be told everything to do.	Seldom goes ahead on his own.	Goes ahead on routine matters.	Frequently looks for additional work to do.	Always finding jobs that need to be done.
<u>Reliability</u> Can the student be depended upon in his work?	Can seldom be relied upon.	Frequently fails to come through.	Can be relied upon in most cases.	Only occasionally fails to come through.	Can be relied upon implicitly in all matters.
<u>Work Attitude</u> Does he have a good attitude toward his work?	Bored; shows little enthusiasm.	Rationalizes his shortcomings and mistakes.	Normally enthusiastic about his work.	Tries to improve his work in most cases.	Is always alert to finding ways of improving.
<u>Cooperation</u> Does he work well with others?	Always wants his own way; hard-headed.	Hard for others to work with.	Usually congenial and easy to work with.	Works well with his associates.	Cooperates fully in all matters.
<u>Additional Remarks</u>					

EMPLOYER EVALUATION

Training Station

PERSONAL QUALITIES:

[illegible]

LIABILITIES:

Rated by _____
Position _____

High School
Vocational Agriculture Department

Trainee _____ Date _____
Training Station _____
EVALUATION _____

EMPLOYER-TEACHER EVALUATION

Instructions: Please rate the trainee on each of the competencies (abilities) listed below. Rate by placing a check mark in the appropriate column to the right of each item. Use the following key for rating.

- | | |
|---------------------------|--------------------|
| x -- No chance to observe | 3 -- Above average |
| 1 -- Below average | 4 -- Excellent |
| 2 -- Average | 5 -- Superior |

GENERAL COMPETENCIES (Abilities)						
	x	1	2	3	4	5
Accepts and carries out responsibilities						
Attitude toward work; use of work time						
Adaptability; ability to work under pressure						
Speed and accuracy of work						
Attentiveness to work being done						
Promptness in reporting to work						
Care of work space						
Care of materials and equipment						
Observing, imagination						
Attitude toward customers						
Attitude toward fellow workers, supervisors						
Personal appearance, grooming, fitness						
Initiative						
Enthusiasm						
Cheerfulness, friendliness						
Courtesy, tact, diplomacy, manners						
Helpfulness						
Honesty, fairness, loyalty						
Maturity, poise, self-confidence						
Patience, self-control						
Sense of humor						
Selling ability, personality for selling						
Total						

Continued from preceding page

JOB SKILLS	x	1	2	3	4	5
Knowledge of merchandise						
Mathematical ability						
Penmanship						
Speech, ability to convey ideas						
Stock keeping ability, orderliness						
Use of good English						
Desire to serve farm people						
Like people, not afraid of people						
Fill orders						
Check incoming freight						
Mark merchandise for sale						
Use adding machine						
Writing sales slips						
Making sales						
TOTAL						

Rating liabilities:

- x -- No opportunity to observe
- 1 -- Not noticeable
- 2 -- Seldom noticed

- 3 -- Frequently noticed
- 4 -- Highly noticed
- 5 -- Pronounced

LIABILITIES	x	1	2	3	4	5
Annoying mannerisms						
Familiarity						
Making excuses						
Tendency to argue						
Tendency to bluff or "know it all"						
Tendency to complain						
TOTAL						

PLEASE FEEL FREE TO WRITE COMMENTS BELOW:

Evaluated by _____

Position _____

High School
Vocational Agriculture Department

TEACHER-COORDINATOR'S VISITATION RECORD

Training Station _____ Official Contact _____

Student _____

Date _____ Time of Visit _____

Points to Observe	Comments
1. Conditions of establishment	
2. Attitude of workers toward teacher-coordinator and trainee	
3. Specific operations in which trainee is engaged	
4. Immediate related-subject matter needed	
5. Personal appearance of the trainee	
6. Apparent interest of trainee in work	
7. Apparent interest of employer in trainee	
8. On-the-job instruction being given	
9. Other comments	

SUGGESTED GUIDELINES FOR A CASH FLOW PROJECT

GENERAL

Definition--A cash flow project is a forecast of funds* a business anticipates receiving, on the one hand, and disbursing, on the other hand, throughout the course of a given span of time, and the anticipated cash position.

Objective--The purpose of preparing a cash flow projection is to determine deficiencies or excesses in cash from that necessary to operate the business during the time for which the projection is prepared. If deficiencies are revealed in the cash flow, financial plans must be altered either to provide more cash by, for example, more equity expenditures including inventory, or allow less credit sales until a proper cash flow balance is obtained. If excesses of cash are revealed, it might indicate excessive borrowings or idle money that could be "put to work." The objective is to finally develop a plan which, if followed, will provide a well-managed flow of cash.

The Form--The cash flow projection form provides a systematic method of recording estimates of cash receipts and expenditures, which can be compared with actual receipts and expenditures as they become known--hence the two columns, Estimate and Actual. The entries listed on the form will not necessarily apply to every business, and some entries may not be included which would be pertinent to specific businesses. It is suggested, therefore, that the form be adapted to the particular business for which the projection is being made, with appropriate changes in the entries as may be required. Before the cash flow projection can be completed and pricing structure established, it is necessary to know or to estimate various important factors of the business, for example: What are the direct costs of the product or services per unit? What are the monthly or yearly costs of the operation? What is the sales price per unit of the product or service? Determine that the pricing structure provides this business with reasonable, breakeven goals (including a reasonable net profit) when conservative sales goals are met. What are the available sources of cash, other than income from sales; for example, loans, equity capital, rent, or other sources?

*Cash funds, for the purpose of this projection, are defined as cash, checks, or money order, paid out or received.

Procedure--Most of the entries for the form are self-explanatory; however, the following suggestions are offered to simplify the procedure:

- A. Suggest even dollars be used rather than showing cents.
- B. If this is a new business, or an existing business undergoing significant changes or alterations, the cash flow part of the column marked "Pre-start-up Position" should be completed. (Fill in appropriate blanks only.) Costs involved here are, for example, rent, telephone and utilities deposits before the business is actually open. Other items might be equipment purchases, alterations, the owner's cash injection, and cash from loans received before actual operations begin.
- C. Next fill in the pre-start-up position of the essential operating data (non-cash flow information), where applicable.

CHECKING

In order to insure that the figures are properly calculated and balanced, they must be checked. Several methods may be used, but the following five checks are suggested as a minimum:

CHECK #1--Item #1 (Beginning Cash on Hand - 1st Month) plus Item #3 (Total Cash Receipts - Total Column) minus Item #6 (Total Cash Paid Out - Total Column) should be equal to Item #7 (Cash Position at End of 12th Month).

CHECK #2--Item A (Sales Volume - Total Column) plus Item B (Accounts Receivable - Pre-start-up Position) minus Item 2(a) (Cash Sales - Total Column) minus Item 2(b) (Accounts Receivable Collection - Total Column) minus Item C (Bad Debt - Total Column) should be equal to Item B (Accounts Receivable at End of 12th Month).

CHECK #3--The horizontal total of Item #6 (Total Cash Paid Out) is equal to the vertical total of all items under Item #5 (5(a) through 5(w)) in the total column at the right of the form.

CHECK #4--The horizontal total of Item #3 (Total Cash Receipts) is equal to the vertical total of all items under #2 (2(a) through 2(c)) in the total column at the right of the form.

CHECK #5--Check the correlation between the cash flow and the projected profit during the period in question. The estimated profit is the difference between the estimated change in assets and the estimated change in liabilities before such things as any owner withdrawal, appreciation of assets, change in investments, etc. (The change may be positive or negative.) This can be obtained as follows:

1. Item #7 (Cash Position - End of Last Month) minus Item #1 (Cash on Hand at the Beginning of the First Month).
2. Item #5 (t) (Capital Purchases - Total Column) minus Item F (Depreciation - Total Column).
3. Item B (Accounts Receivable - End of 12th Month) minus Item B (Accounts Receivable - Pre-start-up Position).
4. Item D (Inventory on Hand - End of 12th Month) minus Item D (Inventory on Hand - Pre-start-up Position).
5. Item #5 (w) (Owner's withdrawal - Total Column) or dividends, minus such things as an increase in investment.

The change in liabilities (before items noted in "change in assets" can be computed by adding the following:

- a. Item 2(c) (Loans - Total Column) minus 5(a) (Loan Principal Payment - Total Column).
- b. Item E (Accounts Payable - End of 12th Month) minus E (Accounts Payable - Pre-start-up Position.)

The profit equals the "change in assets" (before owner's withdrawal, etc.), minus the "change in liabilities" (before items noted in "change in assets").

ANALYSIS

- A. The cash position at the end of each month should be adequate to meet the cash requirements for the following month. If too little cash, then additional cash will have to be injected or cash paid out must be reduced. If there is too much cash on hand, this money is not working for your business.
- B. The cash flow projection, the profit and loss projection, the breakeven analysis, and good cost control information are tools which, if used properly, will be useful in making decisions that can increase profits to insure success.
- C. The projection becomes more useful when the estimated information can be compared with actual information as it develops. It is important to follow through and complete the actual columns as the information becomes available. Utilize the cash flow projection to assist in setting new goals and planning operations for more profit.

1. CASH ON HAND (Beginning of month)	Cash on hand same as (7) Cash Position Previous Month
2. CASH RECEIPTS	
(a) Cash sales	All sales other than credit expected to be received in current month
(b) Collections from Credit Accounts	Amount to be expected from all credit accounts
(c) Loan or Other Cash injection	Indicate here only amount necessary to continue operations effectively. See "A" of "Analysis"
3. TOTAL CASH RECEIPTS (2a + 2b + 2c = 3)	Self explanatory
4. TOTAL CASH AVAILABLE (Before cash out) (1 + 3)	Self explanatory
5. CASH PAID OUT	
(a) Purchases (Merchandise)	Merchandise for resale or for use in product (paid for in current month)
(b) Gross Wages (Excludes withdrawals)	Base pay plus overtime (if any)
(c) Payroll Expenses (Taxes, etc.)	Include paid vacations, paid sick leave, health insurance, unemployment insurance, etc. (this might be 10 to 45%)
(d) Outside Services	This could include outside labor and/or material for specialized or overflow work, including subcontracting
(e) Supplies (Office and operating)	Items purchased for use in the business (not for resale)
(f) Repairs and Maintenance	Include periodic large expenditures such as painting or redecorating
(g) Advertising	This amount should be adequate to maintain sales volume — include telephone book yellow page cost
(h) Car, Delivery and Travel	If personal car is used, charge in this column — include parking
(i) Accounting and Legal	Outside services, including for example, bookkeeping
(j) Rent	Real estate only
(k) Telephone	Self explanatory
(l) Utilities	Water, heat, light, and/or power
(m) Insurance	Include all types fire, liability, product spoilage, executive life — except those included in 3 (c)
(n) Taxes (Real estate, etc.)	Plus inventory tax — sales tax — excise tax, if applicable
(o) Interest	Remember to add interest on loan as it is injected (see 2 (c) above)
(p) Other Expenses (Specify each)	Unexpected expenditures may be included here as a safety factor
(q) Miscellaneous (Unspecified)	Equipment expensed during the month should be included here (Non capital equipment)
(r) Subtotal	When equipment is rented or leased, record payment here
(s) Loan Principal Payment	Small expenditures for which separate accounts would not be practical
(t) Capital Purchases (Specify)	This subtotal indicates cash out for operating costs
(u) Other Start-up Costs	Include payment on all loans, including vehicle and equipment purchases on time payments
(v) Reserve and/or Escrow (Specify)	Non expensed (depreciable; expenditures such as equipment, building, vehicle purchases and leasehold improvements)
(w) Owner's Withdrawal	Expenses incurred prior to first month projection and paid for after the "start up" position
	Example: Insurance, tax, or equipment escrow to reduce impact of large periodic payments
	Should include payment for such things as owner's income tax, social security, health insurance, etc.
6. TOTAL CASH PAID OUT (Total 5a thru 5w)	Self explanatory
7. CASH POSITION (End of month) (4-6)	Enter this amount in (1) Cash on Hand following month — See "A" of "Analysis"
ESSENTIAL OPERATING DATA (Non-cash flow information)	
A. Sales Volume (Dollars)	This is a very important figure and should be calculated carefully, taking into account size of facility and employee output as well as realistic anticipated sales (Actual sales performed — not orders received)
B. Accounts Receivable (End of month)	Previous unpaid credit sales plus current month's credit sales, less amounts received current month (Deduct "C" below)
C. Bad Debt (End of month)	Bad debts should be subtracted from (B) in the month anticipated
D. Inventory on Hand (End of month)	Last month's inventory plus merchandise received and/or manufactured current month minus amount sold current month
E. Accounts Payable (End of month)	Previous month's payable plus current month's payable minus amount paid during month
F. Depreciation	Established by your accountant of value of all your equipment divided by useful life (in months)

xxx

MONTHLY CASH FLOW PROJECTION

NAME OF BUSINESS		ADDRESS		OWNER		TYPE OF BUSINESS		PREPARED BY		DATE																				
MONTH		Pre-Start-up Position		1		2		3		4		5		6		7		8		9		10		11		12		TOTAL		
		Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	Estimate	Actual	
1 CASH ON HAND		Beginning of month																												1.
2 CASH RECEIPTS																														2.
a Cash Sales																														(a)
b Collections from Credit Accounts																														(b)
c Loan or Other Cash Injection																														(c)
3 TOTAL CASH RECEIPTS																														3
2a+2b+2c																														
4 TOTAL CASH AVAILABLE																														4
Before cash out 1+3																														
5 CASH PAID OUT																														5.
a Purchases (Merchandise)																														(a)
b Gross Wages Excludes withdrawals																														(b)
c Payroll Expenses Taxes, etc.																														(c)
d Cost of Services																														(d)
e Supplies (Office and operating)																														(e)
f Repairs and Maintenance																														(f)
g Advertising																														(g)
h Car Delivery, and Travel																														(h)
i Accounting and Legal																														(i)
j Rent																														(j)
k Telephone																														(k)
l Utilities																														(l)
m Insurance																														(m)
n Taxes Real estate, etc.																														(n)
o Interest																														(o)
p Other Expenses Specify each																														(p)
q Miscellaneous Unspecified																														(q)
r Subtotal																														(r)
s Loan Principal Payment																														(s)
t Capital Purchases Specify																														(t)
u Other Starting Cash																														(u)
v Reserve and or Extra Specify																														(v)
w Owner's Withdrawal																														(w)
6 TOTAL CASH PAID OUT																														6.
Total 5a thru 5w																														
7 CASH POSITION																														7.
End of month 4b																														
8 INITIAL OPERATING DATA																														
a Net cash flow (positive)																														A
b Net cash flow (negative)																														B
c Net cash flow (zero)																														C
d Net cash flow (positive)																														D
e Net cash flow (negative)																														E
f Net cash flow (zero)																														F

ORIENTATION
UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to match terms associated with agricultural sales and services to the proper definition, select sources to use in finding a job, describe the influence of money, describe the importance of agribusiness, list the eight agricultural occupational areas. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with agricultural sales and service to their correct definition.
2. Select from a list sources to use in finding a job.
3. Select from a list factors which should be considered when choosing an occupation.
4. Discuss the importance of agribusiness and production agriculture to the economy.
5. Select from a list the expectations an employer has of his employees.
6. Select from a list the expectations an employee has of his employer.
7. Select from a list steps to take in getting a job.
8. Select from a list information to be supplied to an employer.
9. Match broad occupational areas of agribusiness to the subareas.
10. Complete a self-inventory sheet.

11. Complete plans for getting started in an agriculture/agribusiness occupation.
12. Complete an agribusiness worksheet.
13. Complete an associated occupations chart.

ORIENTATION
UNIT I

SUGGESTED ACTIVITIES

- I. Instructor
 - A. Provide student with objective sheet
 - B. Provide student with information sheet
 - C. Discuss unit and specific objectives
 - D. Discuss information and assignment sheets
 - E. Give test
- II. Student
 - A. Read objective sheet
 - B. Study information sheet
 - C. Complete assignment sheets
 - D. Take test

INSTRUCTIONAL MATERIALS

- I. Included in this unit
 - A. Objective sheet
 - B. Information sheet
 - C. Transparency Master #1--Animal Science Associated Occupations
 - D. Assignment sheets
 - 1. Assignment Sheet #1--Self-Inventory
 - 2. Assignment Sheet #2--Plans for Getting Started in an Agricultural Occupation

3. Assignment Sheet #3--Agribusiness Worksheet
4. Assignment Sheet #4--Associated Occupations Chart

E. Test

F. Answers to test

II. References

- A. *Opportunities in Agricultural Occupations and the Employee Within the Business Organization.* Agricultural Education Services, Ohio State University, 1971.
- B. *Careers in Marketing.* McGraw-Hill, OMPM, 1969.
- C. *Agribusiness.* Instructional Materials Laboratory, University of Missouri-Columbia, 1975.

ORIENTATION UNIT I

INFORMATION SHEET

I. Terms and definitions

- A. Vocational agriculture--Educational training program that teaches the science of agriculture and/or agricultural related occupations and prepares students for furthering their education or entry into the world of work
- B. Agriculture--Science or art of cultivating the soil, producing crops, raising livestock and all other aspects of preparing these products to move from producer to consumer
- C. (Agricultural related occupations) Agribusiness--Operating units that support production agriculture in such ways as marketing, processing and servicing
- D. Aptitude test--Helps people pinpoint facts about themselves in relation to their career interests
- E. Job description--An outline of the duties to be performed on a particular job
- F. Job analysis--Study of each task that is performed on a job

II. Sources of finding jobs

- A. *Dictionary of Occupational Titles* (Department of Labor)
- B. Former employees
- C. School placement bureau
- D. Help wanted advertisements
- E. Letter of inquiry
- F. Personnel offices
- G. Friends and relatives
- H. State employment service
- I. Former employers

INFORMATION SHEET

III. Factors to consider when choosing an occupation

- A. Interest and hobbies
- B. Salary
- C. Advancement opportunities
- D. Security for the future
- E. Working conditions
- F. Interpersonal relationships with co-workers and employer
- G. Location

IV. Importance of agribusiness and production agriculture to the economy

- A. Approximately 15 percent of all workers owe their employment directly to production agriculture and agricultural businesses
- B. Approximately 3 million people operate commercial farms
- C. For each operating farmer there are two or three other people working in agri-related occupations
- D. Approximately \$75 million dollars are spent each year for production, supplies and service
- E. Owners and managers of agricultural businesses prefer to hire people with an agricultural background or training in agriculture

V. Expectations of an employer

- A. Loyalty
- B. Proper use of ability
- C. Cooperation
- D. Good working relationships
- E. Good working habits
- F. Honesty

INFORMATION SHEET

- VI. Expectations of an employee
 - A. Money
 - B. Recognition of accomplishment
 - C. Security
 - D. Pleasant working conditions
- VII. Steps to take in getting a job
 - A. Choose your field
 - B. Locate job prospects
 - C. Prepare a personal resume
 - D. Fill out an application
 - E. Arrange for an interview
 - F. Interview
- VIII. Information to be supplied to an employer
 - A. References
 - B. School record
 - C. List of related experiences
 - D. Social Security number
- IX. Broad occupational areas of agriculture/agribusiness and their subareas
 - A. Agricultural production
 - 1. Animal science
 - 2. Plant science
 - 3. Related subjects
 - B. Agribusiness management
 - 1. Accounting
 - 2. Buying and marketing

INFORMATION SHEET

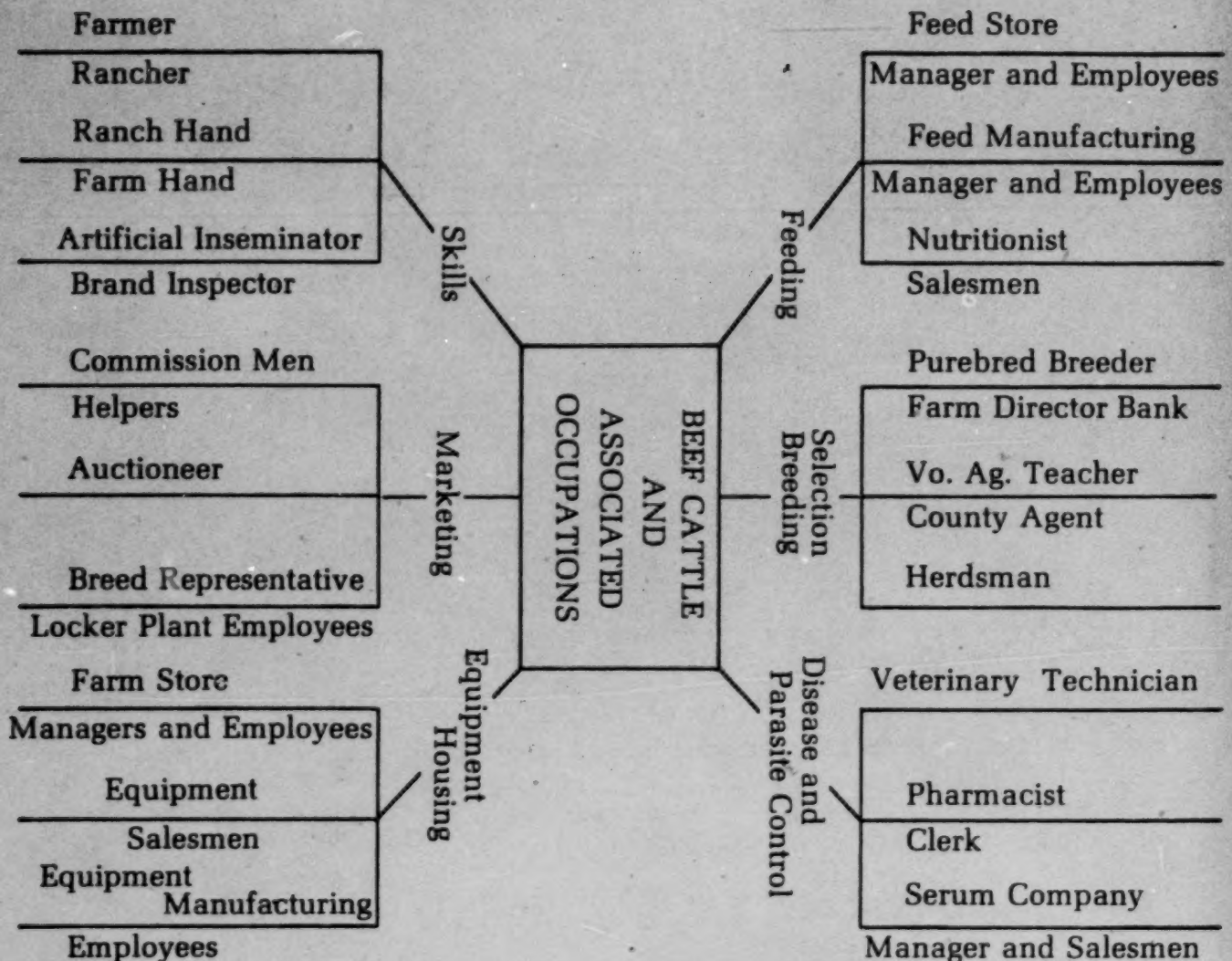
3. Financial and legal management
4. Farm organizations
5. Government programs
6. Other agribusiness management
- C. Agricultural supplies
 1. Agricultural chemicals
 2. Livestock feeds
 3. Seeds
 4. Fertilizers
 5. Other agricultural supplies
- D. Agricultural mechanics
 1. Agricultural power and machinery
 2. Agricultural structures and conveniences
 3. Soil and water management
 4. Agricultural mechanics skills
 5. Agricultural construction and maintenance
 6. Agricultural electrification
 7. Other agricultural mechanics
- E. Agricultural products
 1. Food products
 2. New food products
- F. Ornamental horticulture
 1. Arboriculture
 2. Floriculture
 3. Greenhouse operation and management
 4. Landscaping

INFORMATION SHEET

5. Nursery operation and management
 6. Turf management
 7. Other ornamental horticulture
- G. Agricultural resources
1. Soil
 2. Wildlife (including game farms and hunting areas)
 3. Water
 4. Air
 5. Fish (including farms and hatcheries)
 6. Other agricultural resources
- H. Forestry
1. Forests
 2. Forest protection
 3. Logging (harvesting and transporting)
 4. Wood utilization
 5. Recreation
 6. Special projects
 7. Other forestry

ANIMAL SCIENCE AND ASSOCIATED OCCUPATIONS¹

BEEF CATTLE



1. This breakdown of jobs and occupations may not fit every community and may not include nearly all of the occupations that are a part of the beef cattle industry. It only shows how beef cattle and associated occupations can be tied together and taught in the same unit of instruction.

(NOTE: This is a sample)

ORIENTATION - UNIT I
ASSIGNMENT SHEET #1--SELF-INVENTORY SHEET

Directions: Complete this form for your own personal use.

SELF-INVENTORY

EDUCATION

Course studies.
School subjects you were best in.
School subjects you did least well in.
School subjects you most enjoyed studying.
Why you enjoyed them.
School subjects you disliked studying.
Why you disliked them.

Extracurricular School Activities

List the extracurricular school activities you especially liked to take part in, and the reasons why.

PERSONAL DATA

List your outstanding abilities, talents, and strong points.

List your weak points.

How well do you get along with other people, your parents, friends, teachers, etc.?

What personal satisfaction would you like to derive from work?

What other information do you feel would be of interest to a prospective employer? Why would this interest him?

JOB EXPERIENCE

List jobs that you have held that you liked best.

What was there about them you liked best?

HOBBIES

List the hobbies and leisure activities that you especially like, and the reasons you enjoy them.

List any additional ones you think you would like to have and the reasons why.

HEALTH

List any physical limitations which may restrict occupational choice.

OCCUPATIONAL CHOICE

Considering all of the above information, list the three jobs which you feel at this time would be most interesting to you and which you can do or can learn to do. List them in order of your preference.

1. Name of job.

Why interested?

2. Name of job.

Why interested?

3. Name of job.

Why interested?

If you could have your choice of any job, which one would you choose?

Why?

List a few of your personal ambitions and tell why you want to achieve them.

ORIENTATION UNIT I

ASSIGNMENT SHEET #2--PLANS FOR GETTING STARTED IN AN AGRICULTURE/ AGRIBUSINESS OCCUPATION

Directions: Complete the plan for your own personal use.

My interests are in the following agricultural areas (Check one or two):

- | | |
|--|--|
| ☐ Agricultural Production | ☐ Ornamental Horticulture |
| ☐ Agricultural Supplies | ☐ Agricultural Resources |
| ☐ Agricultural Mechanics | ☐ Forestry |
| ☐ Agricultural Products | ☐ Other Agriculture |

Describe education and experience needed for your occupational choice. Outline your plans for reaching them. Show the relationship of work experience to these occupations.

WHAT IT TAKES

PLANS FOR REACHING MY OBJECTIVES

FIRST OCCUPATIONAL CHOICE

Experience:

Education:

Cost:

Other:

ASSIGNMENT SHEET #2

WHAT IT TAKESPLANS FOR REACHING MY OBJECTIVES

SECOND OCCUPATIONAL CHOICE

Experience:

Education:

Cost:

Other:

Survey the local community for employment opportunities related to agribusiness occupations. Make a list of these businesses and the products and services offered to the community.

PRODUCTS AND SERVICES OFFERED TO THE FARMER

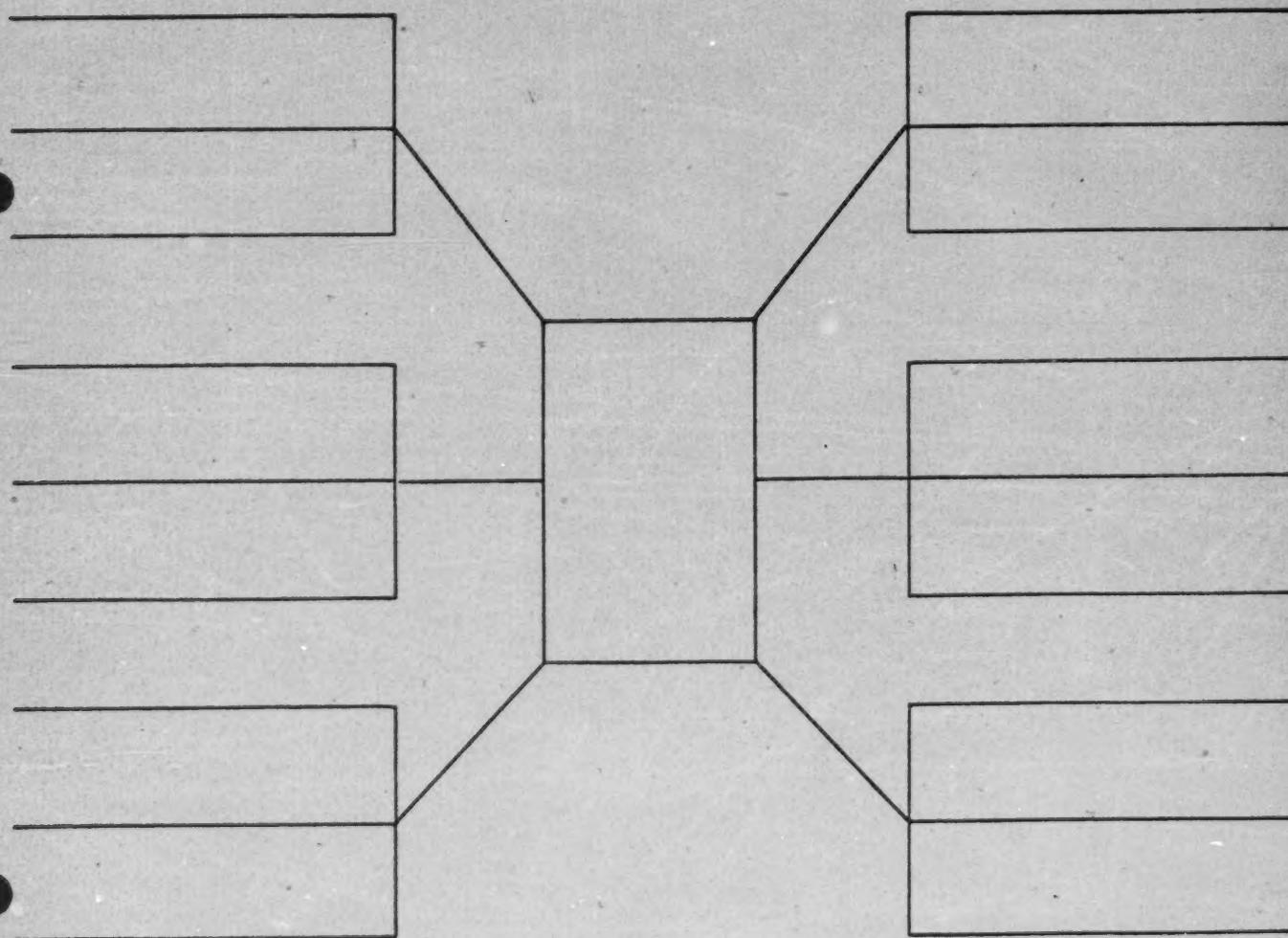
This image shows a full page of a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the page.

ORIENTATION
UNIT I

ASSIGNMENT SHEET #4--ASSOCIATED OCCUPATIONS CHART

Directions: Using one of the eight occupational areas found on the information sheet complete this chart.

ASSOCIATED OCCUPATIONS CHART



ORIENTATION UNIT I

TEST

1. Match the terms, in the right-hand column, associated with agricultural sales and service to their correct definition.

- | | |
|--|---------------------------|
| ___ a. Educational training program that teaches the science of agriculture and/or agricultural related occupations and prepares students for furthering their education or entry into the world of work | 1. Aptitude test |
| ___ b. Science or art of cultivating the soil, producing crops, raising livestock and all other aspects of preparing products to move from producer to consumer | 2. Job analysis |
| ___ c. Operating units that support production agriculture in such ways as marketing, processing and servicing | 3. Vocational agriculture |
| ___ d. Helps a person pinpoint facts about himself in relation to his career interests | 4. Agriculture |
| ___ e. An outline of the duties to be performed on a particular job | 5. Job description |
| ___ f. A study of each task that is performed on a job | 6. Agribusiness |

2. Select the sources to use in finding a job by placing an "X" in the appropriate blanks.

- ___ a. School placement bureau
- ___ b. Present employer
- ___ c. Former employees
- ___ d. Help wanted advertisements
- ___ e. Yellow pages
- ___ f. Friends and relatives
- ___ g. Personnel offices
- ___ h. Letter of inquiry
- ___ i. State employment service

3. Select the facts to consider when choosing an occupation by placing an "X" in the appropriate blanks.

- ☐ a. Salary
- ☐ b. Security
- ☐ c. Style of car provided
- ☐ d. Working conditions
- ☐ e. Advancement opportunities
- ☐ f. Expense account

4. Discuss the importance of agribusiness and production agriculture to the economy.

5. Select from a list the expectations an employer has of his employees by placing an "X" in the appropriate blanks.

- ☐ a. Money
- ☐ b. Proper use of ability
- ☐ c. Competitiveness
- ☐ d. Cooperation
- ☐ e. Loyalty
- ☐ f. Willing to travel

6. Select from a list the expectations an employee has of his employer by placing an "X" in the appropriate blanks.

- ☐ a. Security
- ☐ b. Company car
- ☐ c. Recognition of accomplishment
- ☐ d. Money
- ☐ e. Pleasant working conditions
- ☐ f. Early retirement program

7. Select the steps to be taken in getting a job by placing an "X" in the appropriate blanks.

- ☐ a. Ask your wife
- ☐ b. Prepare a personal resume
- ☐ c. Fill out an application
- ☐ d. Choose your field
- ☐ e. Determine minimum acceptable salary

8. Select the information that is supplied to an employer by placing an "X" in the appropriate blanks.

- ☐ a. References
- ☐ b. Social Security number
- ☐ c. Parents' occupation
- ☐ d. School record
- ☐ e. List of related experiences

9. Match eight broad occupational areas of agribusiness to the subareas. Place the number of the area in the blank beside the subarea. (Note: The numbers can be used more than once.)

- | | |
|--|-----------------------------|
| ☐ a. Forest protection | 1. Agricultural production |
| ☐ b. Wildlife | 2. Farm business management |
| ☐ c. Landscaping | 3. Agricultural supplies |
| ☐ d. New food products | 4. Agricultural mechanics |
| ☐ e. Soil and water management | 5. Agricultural products |
| ☐ f. Livestock feeds | 6. Ornamental horticulture |
| ☐ g. Farm accounts | 7. Agriculture resources |
| ☐ h. Animal science | 8. Forestry |
| ☐ i. Food products | |
| ☐ j. Farm organizations | |
| ☐ k. Air | |
| ☐ l. Arboriculture | |
| ☐ m. Wood utilization | |
| ☐ n. Fertilizers | |
| ☐ o. Agricultural power and machinery | |
| ☐ p. Special projects | |
| ☐ q. Fish | |
| ☐ r. Buying and marketing | |

- | | |
|---|-----------------------------|
| ___ s. Plant science | 1. Agricultural production |
| ___ t. Recreation | 2. Farm business management |
| ___ u. Floriculture | 3. Agricultural supplies |
| ___ v. Turf management | 4. Agricultural mechanics |
| ___ w. Agricultural mechanic skills | 5. Agricultural products |
| ___ x. Government programs | 6. Ornamental horticulture |
| ___ y. Agricultural structures and conveniences | 7. Agriculture resources |
| ___ z. Logging | 8. Forestry |
| ___ aa. Greenhouse operation and management | |
| ___ bb. Agricultural construction and maintenance | |
| ___ cc. Water | |
| ___ dd. Financial and legal management | |
| ___ ee. Agricultural chemicals | |
| ___ ff. Agricultural electrification | |
| ___ gg. Nursery operation and management | |
| ___ hh. Soil | |
| ___ ii. Forests | |
| ___ jj. Seeds | |

10. Complete a self-inventory sheet.
11. Complete plans for getting started in an agricultural occupation
12. Complete an agribusiness worksheet.
13. Complete an associated occupations chart.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

ORIENTATION UNIT I

ANSWERS TO TEST

1. a. 3
b. 4
c. 6
d. 1
e. 5
f. 2
2. a, c, d, f, g, h, i
3. a, b, d, e
4. Discussion should include:
 - a. Approximately 15 percent of all workers owe their employment directly to production agriculture and agricultural businesses
 - b. Approximately 3 million people operate commercial farms
 - c. For each operating farmer there are two or three other people working in agri-related occupations
 - d. Approximately \$75 million dollars are spent each year for production, supplies and service
 - e. Owners and managers of agricultural businesses prefer to hire people with an agricultural background or training in agriculture
5. b, d, e
6. a, c, d, e
7. b, c, d
8. a, b, d, e

9. a. 8
b. 7
c. 6
d. 5
e. 4
f. 3
g. 2
h. 1
i. 5
j. 2
k. 7
l. 6
m. 8
n. 3
o. 4
p. 8
q. 7
r. 2
s. 1
t. 8
u. 6
v. 6
w. 4
x. 2
y. 4
z. 8
aa. 6
bb. 4
cc. 7
dd. 2
ee. 3
ff. 4
gg. 6
hh. 7
ii. 8
jj. 3

10. Evaluated to the satisfaction of the instructor.
11. Evaluated to the satisfaction of the instructor.
12. Evaluated to the satisfaction of the instructor.

TRAINING AGREEMENT UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to recognize aspects of his job training for gainful employment, such as legal considerations, labor standards and wages. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. List four purposes of the training plan.
2. Name four parties who sign a training plan.
3. Explain why one must have a Social Security number.
4. Explain how the Federal Wage and Hour Law applies to the training program.
5. Explain the student-learner certificate.
6. Explain the job evaluation procedure.
7. Match the responsibilities of the student, employer and school representative to a training agreement.

TRAINING AGREEMENT UNIT II

SUGGESTED ACTIVITIES

- I. Instructor
 - A. Provide student with objective sheet
 - B. Discuss objectives
 - C. Provide student with information sheet
 - D. Discuss information sheet
 - E. Make transparency master
 - F. Give assignment sheet
 - G. Use suggested training plan information as found in the introduction to this publication
 - H. Give test
- II. Student
 - A. Read objective sheet
 - B. Study information sheet
 - C. Complete assignment sheet
 - D. Take test

INSTRUCTIONAL MATERIALS

- I. Included in this unit
 - A. Objective sheet
 - B. Information sheet
 - C. Transparency Master #1--Job Record
 - D. Assignment Sheet #1--Job Record Problem
 - E. Answers to assignment sheet

F. Test

G. Answers to test

II. References

- A. *This is a Handbook for Oklahoma's Cooperative Programs in Vocational Education.* Compiled by the Curriculum and Instructional Materials Center, State Department of Vocational and Technical Education, Stillwater, Oklahoma.
- B. *Child Labor Bulletin 101.* Regional Director, Wage and Hours and Public Contracts Division, U. S. Department of Labor, Dallas, Texas.

III. Additional references

- A. *Cooperative Work Experience Manual for Business and Distributive Education.* Albany, New York: The University of the State of New York, State Education Department, Bureau of Business and Distributive Education, 1965.
- B. Fuller, Gerald R. *Education for Agricultural Occupations.* Danville, Illinois: The Interstate Printers and Publishers, 1965.
- C. Hamlin, Herbert M. *Citizen's Committees in the Public Schools.* Danville, Illinois: The Interstate Printers and Publishers, 1952.
- D. Hamlin, Herbert M. *Citizen Participation in Local Policy Making for Public Education.* Urbana, Illinois: College of Education, University of Illinois, 1963.
- E. Hamlin, Herbert M. *Public School Education in Agriculture.* Danville, Illinois: The Interstate Printers and Publishers, 1962.
- F. *Industrial Cooperative Training--A Handbook for Industrial Cooperative Teacher-Coordinators.* Vocational Industrial Education Division, Texas Education Agency, 1965.
- G. Linson, Marvin G. and Anderson, Harold. *Handbook for Developing and Operating Agricultural Occupations Programs.* Denver, Colorado: Colorado State Board for Vocational Education, 1964.

- H. Mason, Ralph E. and Haines, Peter G. *Cooperative Occupational Education and Work Experience in the Curriculum*. Danville, Illinois: The Interstate Printers and Publishers, 1965.
- I. *Philosophy and Criteria for Pilot Programs for Training Workers in Agricultural Occupations Other Than Farming*. Lexington, Kentucky: Department of Agricultural Education, University of Kentucky.
- J. *Preparing Students for Employment in Agriculture - 1965 Workshop Report, Agricultural Occupations Institute*. Stillwater, Oklahoma: Research Foundation, Oklahoma State University, 1965.
- K. *Preparing Students for Non-Farm Agricultural Occupations*. Columbus, Ohio: Department of Agricultural Education, The Ohio State University, 1964.
- L. Rasestraw, C. E. *Training High School Youth for Employment*. Chicago: American Technical Society, 1951.
- M. *Records of Supervised Occupational Experience and Training in Vocational Agriculture*. Baltimore, Maryland: The French-Bray Printing Company, 1960.
- N. *Vocational Industrial Cooperative Programs--A Handbook for Teacher-Coordinator*s. Albany, New York: The University of the State of New York, State Education Department, Bureau of Trade and Technical Education, 1960.
- O. Way, Darrel. *Supervised Training for Agricultural Employment*. Little Rock, Arkansas: Department of Education, Division of Vocational Agriculture.
- P. Weyant, Thomas J., Hoover, Norman U. and McClay, David R. *An Introduction to Agricultural Business and Industry*. Danville, Illinois: The Interstate Printers and Publishers, 1965.

TRAINING AGREEMENT
UNIT II

INFORMATION SHEET

I. Purposes of the training plan

- A. To insure proper credit for the student-learner
- B. To reinforce the responsibilities of each party who signs
- C. Not a contract but works in favor of the student's progress
- D. A protective measure stating each party's obligation to the training program

II. Signers of the training plan

- A. Student
- B. Parent or guardian
- C. Teacher-coordinator
- D. Training station sponsor

III. Social Security

- A. Government sponsored program
- B. Administered by the Bureau of Old Age and Survivor's Insurance
- C. Employees are entitled to benefits from the Act
- D. Employee and employer both contribute on a percentage basis
- E. Provisions for partial payment due to loss of earnings
- F. Individual numbers are issued to insure proper credit

IV. Federal Wage and Hour Law (Known as Fair Labor Standards Act)

- A. Provides minimum wage rate and overtime standards
- B. Applies to workers engaged in interstate or foreign commerce or the production of goods for such commerce

INFORMATION SHEET

- C. Requires not less than time and one-half for all hours in excess of 40 per week, except agricultural workers
- D. Students are subject to the law unless exempt by student-learner certificate
- E. Information obtained from Wage and Hours and Public Contracts Division, Regional Director, 34D Mayflower Building, 411 North Akard Street, Dallas, Texas 75201
- F. Principal regulations
 - 1. Age restrictions
 - 2. Minimum Wage and Overtime pay
 - 3. Hours of work
 - 4. Hazardous occupations
 - 5. Insurance
 - 6. Minimum wage exemptions
- V. Student-learner certificate (A special certificate)
 - A. Students receive sub-minimum rate
 - B. Rate not less than 75 percent of minimum wage
 - C. Application must be filed and postmarked on or before the day of employment
 - D. Application signed by student, coordinator and employer
 - E. Requires information on training and related school instruction
 - F. Must be 16 years of age
 - G. Hours of work plus hours in school not to exceed 40 at sub-minimum rate
 - H. Hours may not exceed 40 at work when school is not in session
- VI. Job evaluation procedure--A guidance device for working with each student individually
 - A. Relates to class assignments

INFORMATION SHEET

- B. Relates to job training performance
- C. Done by means of teacher observation
- D. Done by employer by means of job rating sheet
- E. Completed once each grading period or as necessary

VII. Student, employer and school responsibilities

A. Student

1. Fulfill the training in such a manner that it will reflect credit upon himself, the training station and the area vocational-technical school
2. Inform his employer at the earliest possible time if work must be missed
3. Will not ask the employer for "time off" to pursue his personal pleasures
4. May not sever his connection with his employer without the knowledge and consent of the school representative
5. Dishonesty on the part of the trainee will result in his immediate removal from the training station and the agribusiness program
6. Will complete the necessary forms and reports required by the employer and the area vocational-technical school
7. Must dress properly for work and conform to the rules and regulations of the training station
8. Will follow instruction, avoid unsafe acts, and be alert to unsafe conditions
9. Will be alert to perform unassigned tasks which promote the welfare of the business, such as keeping a plant or store neat and tidy

B. Employer

1. Must meet Social Security, State and Federal Income Tax and Workman's Compensation Requirements
2. Must meet U. S. Fair Labor Standards Act (U. S. Wage and Hours Law) and title 6 of the Civil Rights Provision

INFORMATION SHEET

3. Will pay wages on-the-job comparable to other employees of the same age and with the same experience
4. Will make evaluation of the trainee in terms of competencies attained and working ability
5. Must have employment centers including the physical plan, personnel, safety regulations, labor relations and occupational experience opportunities necessary to attain the objectives of the program
6. Will not terminate employment of a trainee, except in the case of dishonesty, without first consulting the school representatives
7. Will make arrangements with the school representative to remove the trainee if for any reason the employer no longer desires the trainee
8. Agrees not to hire the trainee as a permanent, full-time employee until the trainee completes the agribusiness program
9. Will not subject the student to unnecessary hazards
10. Will assign the student new responsibilities only when, in the judgment of the employer, he can handle them

C. School representatives

1. Will visit the training stations periodically for coordination and supervision purposes
2. Will parallel employment training requirements with classroom instruction
3. Shall endeavor to adjust all complaints with the cooperation of the parties concerned
4. Will reserve the right to withdraw or transfer the trainee at any time an undesirable training situation becomes apparent
5. Will be available, in so far possible, to assist employers in obtaining information or data to upgrade other personnel or in solving management problems
6. Will show discretion as to time and circumstances for visits, especially when work is pressing

INFORMATION SHEET

VIII. Job record--Complete a job record (Assignment Sheet #1 and TM 1)

Ag SS - 41-A

JOB RECORD

TRAINING STATION _____

WEEK _____ DATE _____

* (1st, 2nd, etc.)

*Note: See back of this form for instructions

SALARY PER HOUR FOR WEEK \$ _____ TOTAL HOURS FOR WEEK _____
TOTAL ACCUMULATED HOURS (ALL JOBS) _____

SALARY PER WEEK ----- \$ _____ (Include withholdings, bonus and also commission)

ACCUMULATED SALARY --- \$

TOTAL SALARY TO DATE -- \$

NOTE: In the squares following each job experience complete the time as follows: Ex.- 1 1/4; 1 1/2; 1 3/4

TRAINING AGREEMENT
UNIT II

ASSIGNMENT SHEET #1--JOB RECORD PROBLEM

Directions: Using the information below, complete the job records. Use ink pen and write legibly or use typewriter.

- A. Name
- B. Training station
- C. Type of training
- D. Week
- E. Date
- F. Itemize job experience
- G. Itemize job hours
 - 1. Sacking and loading feed--2 hours per day
 - 2. Operating feed mixer--30 minutes per day
 - 3. Filing--1 hour per day
 - 4. Errands--30 minutes per day
 - 5. Telephone--15 minutes per day
- H. Total hours per job per week
 - 1. Sacking and loading feed
 - 2. Operating feed mixer
 - 3. Filing
 - 4. Errands
 - 5. Telephone
- I. Write in the accumulated hours per job
- J. Total the hours per job to date
- K. List salary per hour of \$2.20

.ASSIGNMENT SHEET #1

- L. Total hours per week
- M. List salary per week (gross)
- N. List accumulated salary
- O. Write in salary to date by adding (1) salary per week,
and (2) accumulated salary
- P. Carry the total forward on the next record

Ag SS - 45-A

JOB RECORD

TRAINING STATION _____

WEEK _____ DATE _____

• (1st, 2nd, etc.)

*Note: See back of this form for instructions

SALARY PER HOUR FOR WEEK \$ _____ TOTAL HOURS FOR WEEK _____
TOTAL ACCUMULATED HOURS (ALL JOBS) _____

SALARY PER WEEK ----- \$ _____ (Include withholdings, bonus and also commission)

ACCUMULATED SALARY --- \$

TOTAL SALARY TO DATE -- \$

NOTE: In the squares following each job experience complete the time as follows: Ex.- 1 1/4; 1 1/2; 1 3/4

JOB RECORD

TRAINING STATION _____

WEEK _____ DATE _____

*Note: See back of this form for instructions

SALARY PER HOUR FOR WEEK \$ 2.20 TOTAL HOURS FOR WEEK 21 1/4
TOTAL ACCUMULATED HOURS (ALL JOBS)

ACCUMULATED SALARY --- \$

NOTE: In the squares following each job experience complete the time as follows: Ex.- 1 1/4; 1 1/2; 1 3/4

TRAINING AGREEMENT
UNIT II

TEST

1. List four purposes of the training plan.
 - a.
 - b.
 - c.
 - d.
 2. Name the four parties who sign training plans.
 - a.
 - b.
 - c.
 - d.
 3. Explain why one must have a Social Security number.
-
4. Explain how the Federal Wage and Hour Law applies to the training program.

5. Explain the student-learner certificate.

6. Explain the job evaluation procedure.

7. Match the responsibilities of the student, employer and school representative to a training agreement.

- | | |
|--|--|
| <p>— a. Fulfill the training in such a manner that it will reflect credit upon himself, the training station, and the area vocational technical school</p> | <p>1. Student trainee</p> <p>2. Employer</p> |
| <p>— b. Must meet Social Security, State and Federal Income Tax, and Workmen's Compensation Requirements</p> | <p>3. School representative</p> |
| <p>— c. Will visit the training stations periodically for coordination and supervision purposes</p> | |
| <p>— d. Agrees not to hire the trainee as a permanent, full-time employee until the trainee completes the agribusiness program</p> | |
| <p>— e. Will show discretion as to time and circumstances for visits, especially when work is pressing</p> | |

- f. Dishonesty will result in his immediate removal from the training station and the agribusiness program
- g. Will be alert to perform unassigned tasks which promote the welfare of the business, such as keeping a plant or store neat and tidy
- h. Will assign the student new responsibilities only when in the judgment of the employer, he can handle them
- i. Will pay wages on-the-job comparable to other employees of the same age and with the same experience
- j. Must dress properly for work and conform to the rules and regulations of the training station
- k. Must have employment center including the physical plan, personnel, safety regulations, labor relations and occupational experience opportunities necessary to attain the objectives of the program
- l. Shall endeavor to adjust all complaints with the cooperation of the parties concerned
- m. Will not subject the student to unnecessary hazards
- n. Will follow instruction, avoid unsafe acts, and be alert to unsafe conditions
- o. Inform employer at the earliest possible time if work must be missed
- p. Will be available, in so far as possible, to assist employers in obtaining information or data to upgrade other personnel or in solving management problems
- q. Will complete the necessary forms and reports required by the employer and the area vocational technical school

- | | |
|--|---|
| <ul style="list-style-type: none"> ___ r. Will not terminate employment of a trainee, except in the case of dishonesty, without first consulting the school representatives ___ s. Will parallel employment training requirements with classroom instruction ___ t. Will not ask the employer for "time off" to pursue his personal pleasures ___ u. Will make arrangements with the school representatives to remove the trainee if for any reason the employer no longer desires the trainee ___ v. Will reserve the right to withdraw or transfer the trainee at any time an undesirable training situation becomes apparent ___ w. May not sever his connection with his employer without the knowledge and consent of the school representative ___ x. Will make progress evaluation of the trainee in terms of competencies attained and working ability ___ y. Must meet U.S. Fair Labor Standards Act (U. S. Wage and Hours Law) and title 6 of the Civil Rights Provision | <ul style="list-style-type: none"> 1. Student trainee 2. Employer 3. School representative |
|--|---|

8. Demonstrate the ability to complete a job record.

(NOTE: If this activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

TRAINING AGREEMENT
UNIT II

ANSWERS TO TEST

1.
 - a. To insure proper credit for the student-learner
 - b. To reinforce the responsibilities of each party who signs
 - c. Not a contract but works in favor of the student's progress
 - d. A protective measure stating each party's obligation to the training program
2.
 - a. Student
 - b. Parents or guardian
 - c. Employer
 - d. Teacher-coordinator
3. A Social Security number is necessary for all employees be- they contribute, on a percentage basis, to the Government sponsored program. By using the special number assigned, you are insured of proper credit to your account and are entitled to benefits from the Act.
4. The Federal Wage and Hour Law applies to the student-learner if he falls under interstate commerce. He must be paid the minimum wage unless exempt by a Student-Learner Certificate. Also, he is entitled to time and one-half for all hours over 40 per week.
5. The student-learner certificate is a special permit for a student to work at sub-minimum rates of not less than 75 per- cent of minimum wage. He must be 16 years of age and work hours plus time in school must not exceed 40 hours per week. The application must be signed by student, teacher-coordinator and employer.
6. The job evaluation is a job rating sheet used as a guidance device for working with each student individually. It relates to class assignments and job performance. The job rating sheet is completed by the employer at least once each grading period.

7. a. 1

b. 2

c. 3

d. 2

e. 3

f. 1

g. 1

h. 2

i. 2

j. 1

k. 2

l. 3

m. 2

n. 1

o. 1

p. 3

q. 1

r. 2

s. 3

t. 1

u. 2

v. 3

w. 1

x. 2

y. 2

8. Evaluated to the satisfaction of the instructor.

ORGANIZATIONS
UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to match the types of ownership to their correct description, and the types of organization patterns to their definitions. He should also be able to select from a list standards for advancement. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match the types of ownership to the description.
2. Match the types of organizational patterns to the definition.
3. Select from a list standards for advancement of the employee.
4. Complete a business structure worksheet.

ORGANIZATIONS
UNIT III

SUGGESTED ACTIVITIES

- I. Instructor
 - A. Provide student with objective sheet
 - B. Provide student with information and assignment sheets
 - C. Make transparencies
 - D. Discuss unit and specific objectives
 - E. Discuss information and assignment sheet
 - F. Give test
- II. Student
 - A. Read objectives
 - B. Study information sheet
 - C. Complete assignment sheet
 - D. Take test

INSTRUCTIONAL MATERIALS

- I. Included in this unit
 - A. Objective sheet
 - B. Information sheet
 - C. Transparency masters
 - 1. TM 1--The Wheel Pattern
 - 2. TM 2--The Line or Military Pattern
 - 3. TM 3--The Line and Staff Pattern
 - D. Assignment Sheet #1--Business Structure Worksheet

E. Answers to assignment sheet

F. Test

G. Answers to test

II. Reference

- A. *Opportunities in Agricultural Opportunities and the Employee within the Business Organization.* Agricultural Education Services, Ohio State University, 1971.

ORGANIZATIONS
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Private ownership

1. Business is owned by one person
2. All decisions and policies are made by the owner
3. Profits are enjoyed by the owner
4. Responsibility to supply the necessary capital rests with the owner
5. Liability of the business rests upon the owner

B. Partnerships

1. Business is owned by the partners, who share in ownership and management
2. Two or more people are able to invest more capital jointly in a business venture
3. Profits are enjoyed by the owners
4. In case of business failure all partners may be liable to the extent of their partnership

(NOTE: Liabilities differ with limited partnerships.)

C. General corporations

1. Businesses that require more capital than one or two people have to invest, many people are given the opportunity to invest in the company in smaller amounts
2. Ownership is by shares of stock
3. Business is operated and policy is determined by an elected board of directors

(NOTE: This board employs a president, secretary, treasurer and other officers to manage the business.)

INFORMATION SHEET

4. Capital for the business comes from the sale of stock and from returns from goods and services provided
5. Voting by stockholders and dividends paid to the stockholders are in proportion to their ownership
6. Services and goods provided by a regular business corporation are, for the most part, not primarily for the stockholders but are for the general public
7. In a business failure the corporation is liable to the full extent of its assets

(NOTE: Each stockholder, however, cannot lose more than he has invested in stock.)

8. There is a heavy taxation

(NOTE: The profits of the corporation are taxed for income taxes. What profits are left after taxes have been paid are distributed to the stockholders in the form of dividends. There may be a tax advantage in different types of corporations.)

D. Cooperative corporation

1. Formed mainly for the members with whom to do business
2. Formed primarily to serve its members
3. Basic policy is determined at general meetings open to all the members
4. Members elect a board of directors who make the management decisions
5. Each member has one vote, regardless of the number of shares of stock that he owns
6. Excess net margin from the business is returned to members (owners) as patronage refunds
7. Members pay the tax on the earning of the company
8. Members of the cooperative are often production people and not skilled in the business trades

INFORMATION SHEET

II. Common types of organizational patterns

A. Wheel pattern (Transparency 1)

1. Common in small businesses with only one owner and several employees, also in other types of small businesses such as partnerships
2. The authority is concentrated in one person
3. Because of the small number of employees in the business, each may have to do several different functions

B. Line or military pattern (Transparency 2)

1. Each employee (except for the lowest rank) supervises one or more employees
2. Each employee is responsible to only one supervisor
3. Manager is responsible to the owners or the board of directors

C. Line and staff pattern (Transparency 3)

1. Similar to the line pattern except that it includes staff employees
2. Staff employee is frequently called an administrative assistant and responsible to only a high-ranking official
3. Staff employer generally has no employees that he supervises

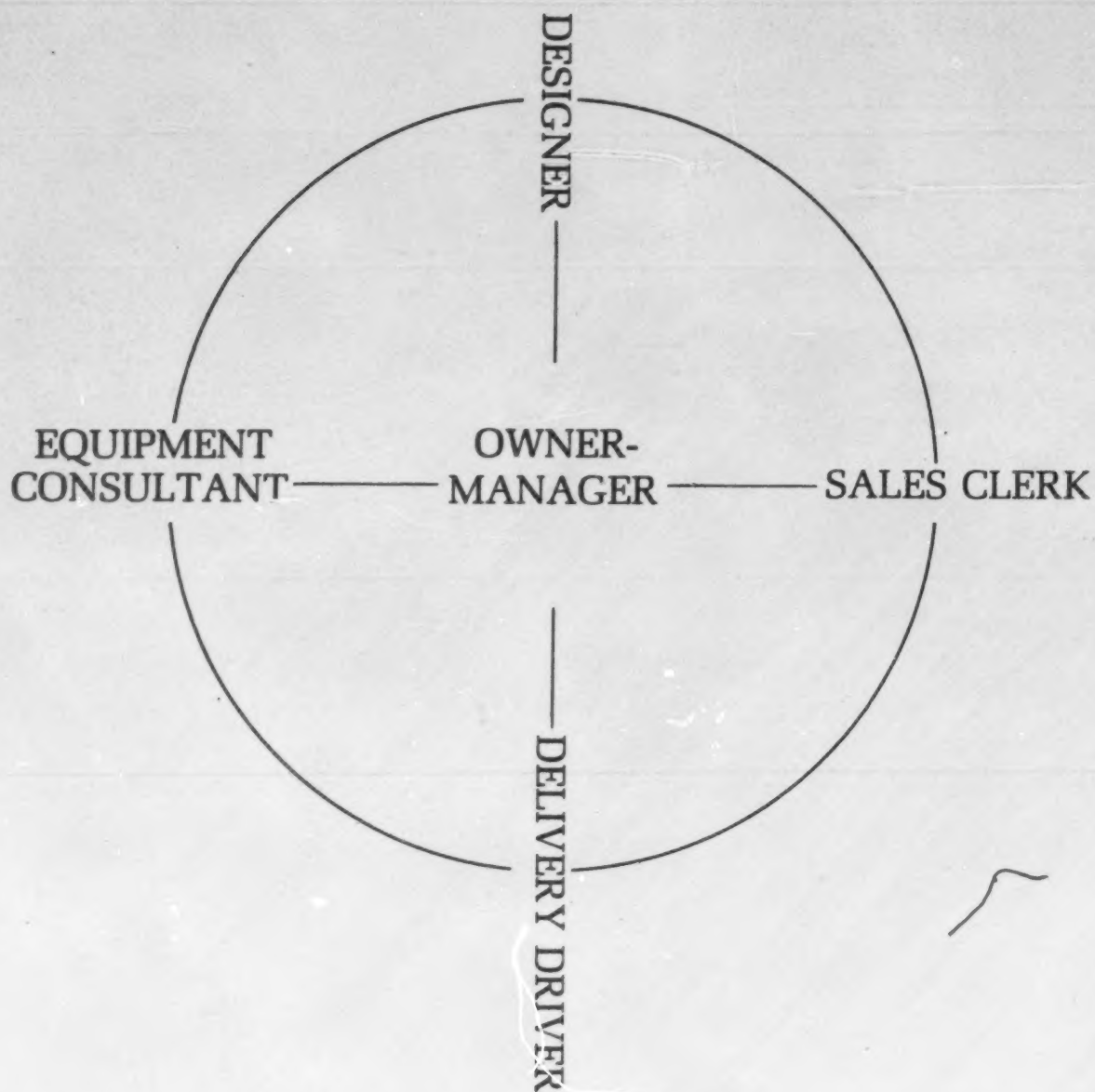
III. Factors for advancement of the employee

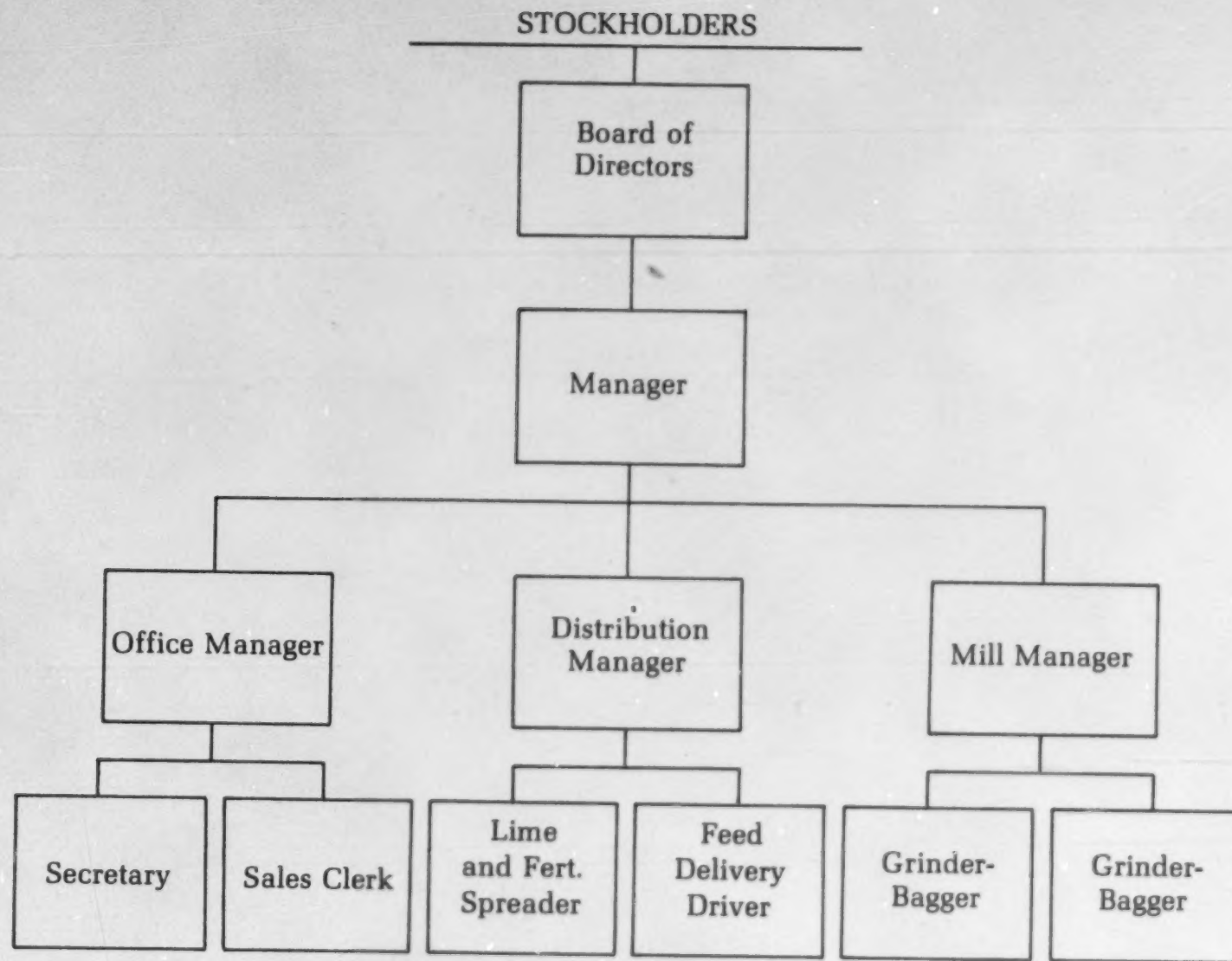
- A. Good attitude
- B. Seniority
- C. Knowledge of present job
- D. Quality of work
- E. Quantity of work
- F. Initiative
- G. Perseverance

INFORMATION SHEET

- H. Cooperativeness and goodwill
- I. Ability to think
- J. Adaptability
- K. Adequacy of training

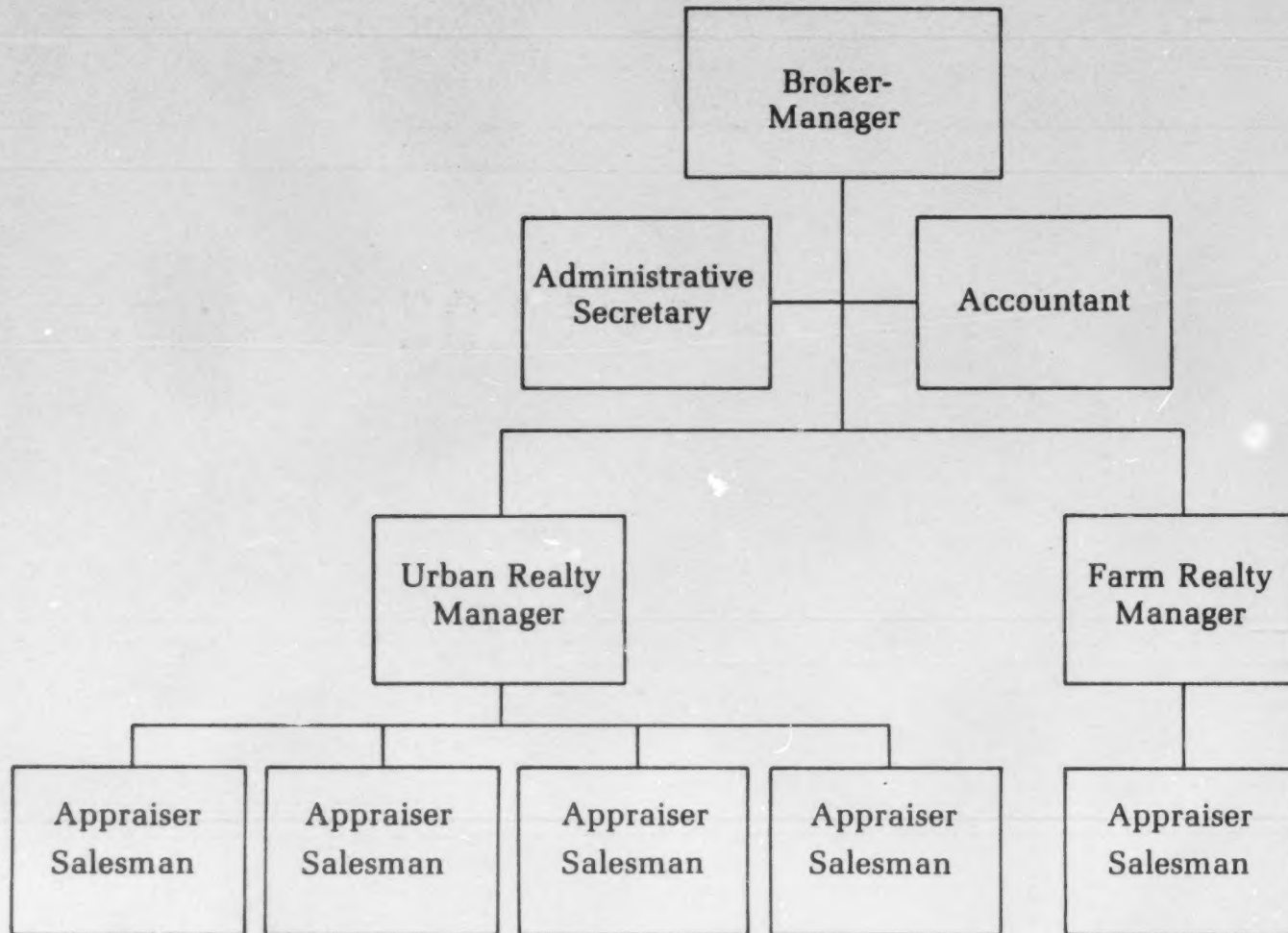
THE WHEEL PATTERN





THE LINE OR MILITARY PATTERN

THE LINE AND STAFF PATTERN



ASSIGNMENT SHEET #1--COMPLETING A BUSINESS STRUCTURE WORKSHEET

Directions: Using the information sheet fill in the blanks.

BUSINESS STRUCTURE WORKSHEET

TYPES OF BUSINESSES	FEATURES COMPARED			
	PRIVATE OWNERSHIP	PARTNERSHIP	GENERAL CORPORATION	COOPERATIVE CORPORATION
Who Owns the Business				
How is Voting Conducted				
Who Manages the Company				
Who Gets the Profits				
How are Profits Distributed				
How are Taxes Paid				

ANSWERS TO ASSIGNMENT SHEET #1--BUSINESS STRUCTURE WORKSHEET

BUSINESS STRUCTURE WORKSHEET

TYPES OF BUSINESSES	FEATURES COMPARED			
	PRIVATE OWNERSHIP	PARTNERSHIP	GENERAL CORPORATION	COOPERATIVE CORPORATION
Who Owns the Business	Owner	two or more people	many people by shares of stock	members to whom they do business
How is Voting Conducted	_____	equally	by stockholder in proportion to number of stocks owned	each member has one vote
Who Manages the Company	Owner	partners	a paid president	a paid manager
Who Gets the Profits	Owner	partners	Stockholders	to members
How are Profits Distributed	_____	equally	to stockholder in form of dividends	as patronage refunds
How are Taxes Paid	By Owner	By the partners	from the profits made	member pays the tax on the earning

ORGANIZATIONS
UNIT III

TEST

1. Match the following descriptions of ownership with the four terms on the right. (Note: Terms can be used more than once.)

- | | |
|--|----------------------------|
| ___ a. Business is owned by the partners, who share in ownership and management | 1. Private ownership |
| ___ b. Ownership is by shares of stock | 2. General corporation |
| ___ c. Formed primarily to serve its members | 3. Cooperative corporation |
| ___ d. Business is owned by one person | 4. Partnerships |
| ___ e. Members are often production people and not skilled in the business trades | |
| ___ f. Capital for business comes from the sale of stock and from return from goods and service provided | |
| ___ g. Profits are enjoyed by the owners | |
| ___ h. Two or more people are able to invest more capital jointly in a business venture | |
| ___ i. Liability of the business rests upon the owner | |
| ___ j. Formed mainly for the members with whom to do business | |
| ___ k. In a business failure the corporation is liable to the extent of its assets | |

- | | |
|---|----------------------------|
| ___ 1. All decisions and policies are made by the owner | 1. Private ownership |
| ___ m. There is a heavy taxation | 2. General corporation |
| ___ n. Services and goods are not primarily for the stockholders but for the public | 3. Cooperative corporation |
| ___ o. Responsibility to supply the necessary capital rest with the owner | 4. Partnerships |
| ___ p. Profits are enjoyed by the owner | |
| ___ q. In case of failure all partners may be liable to the extent of their partnership | |
| ___ r. Voting by stockholder is in proportion to ownership | |
| ___ s. Basic policy is determined at general meetings | |
| ___ t. Members elect a board of directors who make the management decisions | |
| ___ u. Business is operated and policy is determined by an elected board of directors | |
| ___ v. Business that requires more capital than one or two people have to invest | |
| ___ w. Each member has one vote regardless of the number of shares of stock he owns | |
| ___ x. Members pay the tax on the earning of the company | |
| ___ y. Excess net margin from the business is returned to members as patronage refunds | |

2. Match the following definitions of organization patterns with the three terms on the right. (Note: Terms can be used more than once.)

- | | |
|--|-----------------------------|
| ☐ a. Employer generally has no employees that he supervises | 1. Wheel pattern |
| ☐ b. Manager is responsible to the owners or the board of directors | 2. Line or military pattern |
| ☐ c. Includes staff employees | 3. Line and staff pattern |
| ☐ d. Common in small businesses with only one owner and several employees | |
| ☐ e. Employee is frequently called an administrative assistant | |
| ☐ f. Each employee may have to do several different functions | |
| ☐ g. Each employee (except for the lowest in rank) supervises one or more employees | |
| ☐ h. Authority is concentrated in one person | |
| ☐ i. Each employee is responsible to only one supervisor | |

3. Select the factors for advancement of the employee by placing an "X" in the appropriate blanks.

- ☐ a. Seniority
- ☐ b. Adaptability
- ☐ c. Stubbornness
- ☐ d. Expensive clothes
- ☐ e. Adequacy of training
- ☐ f. Quality of work
- ☐ g. Knowledge of present job
- ☐ h. Ability to think
- ☐ i. Car
- ☐ j. Perseverance
- ☐ k. Quantity of work

4. Complete a business structure worksheet.

(NOTE: If this activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

ORGANIZATIONS
UNIT III

ANSWERS TO TEST

1. a. 4
b. 2
c. 3
d. 1
e. 3
f. 2
g. 4
h. 4
i. 1
j. 3
k. 2
l. 1
m. 2
n. 2
o. 1
p. 1
q. 4
r. 2
s. 3
t. 3
u. 2
v. 2
w. 3
x. 3
y. 3

2.
 - a. 3
 - b. 2
 - c. 3
 - d. 1
 - e. 3
 - f. 1
 - g. 2
 - h. 1
 - i. 2
3. a, b, e, f, g, h, j, k
4. Evaluated to the satisfaction of the instructor.

HUMAN RELATIONS IN AGRIBUSINESS UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to select from a list characteristics of a good personality, characteristics of a good fellow worker, reasons why people work and basic ways of getting along with people. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define personality.
2. List four reasons why we study personality.
3. Arrange in logical order steps in improving your personality.
4. Select from a list characteristics of a good personality.
5. Select from a list characteristics of a good fellow worker.
6. Select from a list personality traits that should be avoided.
7. Select from a list reasons why people work and set goals.
8. List three ways people are different.
9. Select from a list basic ways of getting along with people.
10. List three purposes of a good telephone voice.
11. Arrange in order the procedures that should be followed in dealing with people by telephone.
12. Select from a list information that should be included in your resume.

13. Select from a list rules that should be followed in filling out an application blank.
14. Complete a personality rating sheet.
15. Complete a voice personality rating scale.
16. Evaluate personal grooming habits.
17. Complete a personal data sheet.
18. Complete an application form.

HUMAN RELATIONS IN AGRIBUSINESS
UNIT I

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide student with objective sheet
- B. Provide student with information and assignment sheets
- C. Make transparencies
- D. Discuss unit and specific objectives
- E. Discuss information and assignment sheets
- F. Have students interview several employers and find out what personality traits would be desirable for their business
- G. Have each student interview for a job in front of the class
- H. Have students give personality reports of themselves; compare this with how others view the student using the assignment sheet
- I. Have students make a voice personality rating test of themselves and compare it with how others rate them
- J. Have students visit a complaint department and discuss the problems that they deal with
- K. Invite a first-rate salesman to talk to the class or use other similar resource persons to discuss human relations in business
- L. Have class members make a survey of their reactions to good and poor salespeople and their traits
- M. Use "What type of customer is the most difficult to please?" as a topic for discussion.

II. Student

- A. Read objective sheet
- B. Study information sheet
- C. Complete assignment sheets
- D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit

- A. Objective sheet
- B. Information sheet
- C. Transparency Master #1--Personal Data Sheet
- D. Assignment sheets
 - 1. Assignment Sheet #1--Human Relations with Fellow Workers
 - 2. Assignment Sheet #2--Personality Rating Sheet
 - 3. Assignment Sheet #3--A Voice Development Program
 - 4. Assignment Sheet #4--Grooming Self-Analysis
 - 5. Assignment Sheet #5--Grooming and Wardrobe Habits (Boy's Form)
 - 6. Assignment Sheet #6--Grooming and Wardrobe Habits (Girl's Form)
 - 7. Assignment Sheet #7--Personal Data Sheet
 - 8. Assignment Sheet #8--Application Form
- E. Answers to assignment sheets
- F. Test
- G. Answers to test

II. References

- A. *Human Relations in Business, Student Manual*. Agricultural Education Services, Ohio State University, 1971.
- B. *An Introduction to Agricultural Business and Industry, Student Manual*. Interstate Printers, 1971.
- C. *Psychology and Human Relations in Marketing*. OMPM, McGraw-Hill, 1969.
- D. *Job Application*. Instructional Materials Laboratory, University of Missouri, 1973.

HUMAN RELATIONS IN AGRIBUSINESS
UNIT I

INFORMATION SHEET

- I. Personality--The sum of all specific traits that are noticeably consistent in an individual's behavior
- II. List four reasons why we study personality
 - A. To understand ourselves
 - B. To understand others
 - C. To better live in our society
 - D. To improve our personalities
- III. Steps in improving your personality
 - A. Decide that your personality can be improved
 - B. Find out how your personality rates
 - C. Analyze this rating trait by trait
 - D. Develop a plan of action
 - E. Work out your plan of action
- IV. Characteristics of a good personality
 - A. Cheerfulness
 - B. Friendliness
 - C. Forcefulness
 - D. Self-confidence
 - E. Tactfulness
- V. Characteristics of a good fellow worker
 - A. Adherence to business rules and policies
 - B. Respect for authority
 - C. Carrying out assigned responsibilities

INFORMATION SHEET

- D. Being able to go more than half way
- E. Showing your interest by being bright-eyed and alert
- F. Showing your admiration and appreciation
- G. Making good use of constructive criticism
- H. Contributing new ideas
- I. Being honest

VI. Personality traits that should be avoided

- A. "Politicking"
- B. "Passing the buck"
- C. "Apple-polishing"
- D. "Clique forming"
- E. "Gossiping"

VII. Reasons why people work

- A. Satisfaction
- B. Support family
- C. Acceptance of peers
- D. Power
- E. Wealth
- F. Achieve goals

VIII. Ways people are different

- A. Backgrounds
- B. Attitudes
- C. Abilities

INFORMATION SHEET

IX. Basic ways of getting along with people

- A. Keep skid chains on your tongue; always say less than you think

(NOTE: Cultivate a low, persuasive voice. How you say it often counts far more than what you say.)

- B. Make promises sparingly and keep them faithfully, no matter what it costs

- C. Never let an opportunity pass to say a kind and encouraging thing to or about somebody

(NOTE: Praise good work done, regardless of who did it. If criticism is merited, criticize helpfully never spitefully.)

- D. Be interested in others

(NOTE: Be interested in their pursuits, their welfare, their homes and families. Make merry with those who rejoice, and mourn with those who weep. Let everyone you meet, however humble, feel that you regard them as a person of importance.)

- E. Be cheerful

(NOTE: Keep the corners of your mouth turned up. Hide your pains, worries and disappointments under a pleasant smile. Laugh at good stories and learn to tell them.)

- F. Perserve an open mind on all debatable questions

(NOTE: Discuss but don't argue. It is a mark of superior minds to disagree and yet be friendly.)

- G. Let your virtues speak for themselves, and refuse to talk of another's vices

(NOTE: Discourage gossip, and make it a rule to say nothing of another unless it is something good.)

- H. Be careful of others' feelings

(NOTE: Wit and humor at the other fellow's expense are rarely worth the effort, and may hurt where they are least expected.)

INFORMATION SHEET

- I. Pay no attention to ill-natured remarks about you
(NOTE: Simply live so nobody will believe them.)
- J. Don't be too anxious about getting praise
(NOTE: Do your work, be patient, keep your disposition honest, forget self, and you will be respected and rewarded.)
- X. Purposes of a good telephone voice
- A. To carry a message to the listener
 - B. To keep his attention centered on your message
 - C. To create in him a feeling of confidence in you
- XI. Procedures to follow in dealing with people by telephone
- A. Speak clearly
 - B. Identify yourself
EXAMPLE: "Jones Feed Store, Bill Hikes speaking."
 - C. Use a pleasant tone of voice
 - D. Get all the necessary information
 - 1. Name and address of the customer
 - 2. Exact description of the item wanted
 - 3. Quantity desired
 - 4. Date and time of delivery
 - 5. Billing instructions(NOTE: Be sure to confirm the price of each item.)
 - E. If it is to be a credit sale, the customer should give a credit identification number which the salesperson should verify before releasing the order
 - F. If the customer has any questions that the salesperson cannot answer, the salesperson should obtain the information immediately or else offer to call the customer back with the information

INFORMATION SHEET

- G. When completing a telephone order, thank the customer and then follow-up immediately to make sure the order is processed as promised

XII. Information which should be included on a resume

- A. Name, address, phone number
- B. Personal information--Age, weight, health, date of birth, marital status
- C. Education information--Name and address of schools attended, dates you attended each, subjects studied (in major field), awards and activities
- D. Work experience--Name and address of company, length of time worked, a brief description of duties and responsibilities
- E. Personal references

(NOTE: Be sure to obtain permission before submitting someone's name as a reference.)

XIII. Rules to follow in filling out an application blank

- A. Look over entire application form before you begin

(NOTE: In some instances an application form may specifically ask you to print or write the information instead of typing it. This is to see if you follow directions.)

- B. Follow all instructions carefully and exactly
- C. Try to give all facts for each question
- D. Keep answers brief

HUMAN RELATIONS IN AGRIBUSINESS
UNIT I

PERSONAL DATA SHEET

NAME: Dan Jones

ADDRESS: 506 Waterloo Drive
Anytown, U.S.A.

TELEPHONE: 314/886-5987

EDUCATION: High School

AGE: 20

DATE OF BIRTH: May 27, 1956

WEIGHT: 150

MARITAL STATUS: Single

HEIGHT: 5' 7"

HEALTH: Excellent

SUBJECTS STUDIED: Agriculture, English, math science

STUDENT ACTIVITIES: Football, basketball, FFA State Officer

SPECIAL SKILLS: Welder

WORK EXPERIENCES: Hay hauler,
worked two summers as an assistant partsman
for Ace Tractor Agencies.

REFERENCES: Mr. Bob Black, Manager
Ace Tractor Agencies

HUMAN RELATIONS IN AGRIBUSINESS
UNIT I

ASSIGNMENT SHEET #1--HUMAN RELATIONS WITH FELLOW WORKERS

Directions: Choose the answer which is MOST correct for each of the following questions. Place your selection in the blank at the left.

- ___ 1. Many occupations deal primarily with machines, equipment, or paper work; that is, they deal with things. In business, however, most of the jobs involve close contact with:
- a. employers
 - b. supervisors
 - c. people
 - d. other workers
- ___ 2. As a group, people are very much:
- a. different
 - b. alike
 - c. it is difficult to say
- ___ 3. It is possible that the things which you enjoy may:
- a. appeal to others
 - b. not appeal to others
 - c. be distasteful to others
 - d. all of the above
- ___ 4. Which of the following do most people have in common?
- a. right to work at a job of their choice
 - b. desire to get ahead
 - c. desire to be accepted and approved
 - d. all of these
 - e. none of these
- ___ 5. The best way to achieve your goals in life is to follow your rights and desires and:
- a. also the wish of your boss
 - b. what your parents say
 - c. the Golden Rule
 - d. just what you feel like doing

ASSIGNMENT SHEET #1

- ___ 6. Do the best work you can for the important jobs and:
- a. don't worry about the little jobs
 - b. let others do the little jobs
 - c. also do the most routine jobs
 - d. everything else will take care of itself
- ___ 7. Plus doing the best work you can, it is important to:
- a. learn as much as you can about your company
 - b. see what you can get on your boss
 - c. keep up on the latest gossip
 - d. be seen and not heard
- ___ 8. The right to think and act as individuals ___ normally shared by most.
- a. is not
 - b. may be
 - c. is
- ___ 9. The statement that "retailing is people" is:
- a. not true
 - b. only part true
 - c. all true
- ___ 10. Which of the following is not a desirable trait of an employee?
- a. sense of humor
 - b. tact
 - c. indifference
 - d. initiative
- ___ 11. Exploiting others toward our own efforts is:
- a. desirable
 - b. OK if you can get away with it
 - c. undesirable
 - d. not too bad
- ___ 12. When you are criticized by your superior, it is best to:
- a. act indifferent
 - b. tell him to do it himself
 - c. take it constructively
 - d. shrug it off

ASSIGNMENT SHEET #1

- ___ 13. Loyalty includes:
- a. working hours only
 - b. both the time to and from work
 - c. all the time
 - d. just when you feel like it
- ___ 14. To approach your job with enthusiasm, it is necessary to:
- a. fool the boss
 - b. impress your co-workers
 - c. be glad to be part of the team
- ___ 15. It is not necessary to be friendly as long as you:
- a. do your job
 - b. act as though you are
 - c. get to work on time
 - d. none of these
- ___ 16. When you have a question, it is best to:
- a. do the job the way you think it should be done
 - b. wait and ask it later
 - c. not bother your boss with it
 - d. ask it when it comes up
- ___ 17. When you have joined a clique, you have:
- a. picked sides
 - b. helped yourself
 - c. joined the "in" group
 - d. become a member of the team
- ___ 18. A good way to get along in your new job is to:
- a. be a "know-it-all"
 - b. be willing to learn
 - c. show your co-workers how smart you are
 - d. run to your boss with every question you have
- ___ 19. Showing that you are not afraid of work means to:
- a. work as hard as you can
 - b. be willing to tackle any job assigned
 - c. work harder than any of your co-workers

ASSIGNMENT SHEET #1

- ___ 20. The need to show appreciation to fellow workers:
- a. will get you nowhere
 - b. is strongest when you are new
 - c. isn't really necessary at all
 - d. is just on the surface
- ___ 21. You should start calling your co-workers by their:
- a. first names as soon as possible
 - b. nicknames to show you are really in
 - c. last name only
 - d. proper names until you have been around awhile or are told differently
- ___ 22. If you do all of the things we have suggested you will have:
- a. everyone liking you
 - b. a few friends
 - c. a better chance of being well-liked
 - d. the reputation for being an apple-polisher
- ___ 23. The people you can learn the most from are:
- a. always your bosses
 - b. your best buddies
 - c. those who show an interest in you
 - d. the ones you eat lunch with
- ___ 24. Human behavior is usually
- a. pretty easy to understand
 - b. not too predictable
 - c. easy to predict
 - d. none of your business
- ___ 25. The total morale of your business is:
- a. beyond your control
 - b. a matter for the boss
 - c. each employee's problem
 - d. unimportant

HUMAN RELATIONS IN AGRIBUSINESS UNIT I

ASSIGNMENT SHEET #2--PERSONALITY RATING SHEET

Directions: Be as sincere as possible. Remember, you are helping your friends. Do not let your writing or anything give away your identity as the rater. Be sure to hand back the completed rating through a mutual friend.

NAME OF STUDENT BEING RATED _____

TRAIT	VERY GOOD	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
1. Posture	_____	_____	_____	_____	_____
2. Facial expression	_____	_____	_____	_____	_____
3. Health	_____	_____	_____	_____	_____
4. Grooming	_____	_____	_____	_____	_____
5. Dress	_____	_____	_____	_____	_____
6. Mannerisms	_____	_____	_____	_____	_____
7. Speech	_____	_____	_____	_____	_____
8. Bodily movements	_____	_____	_____	_____	_____
9. Intelligence	_____	_____	_____	_____	_____
10. Initiative	_____	_____	_____	_____	_____
11. Industry	_____	_____	_____	_____	_____
12. Dependability	_____	_____	_____	_____	_____
13. Enthusiasm	_____	_____	_____	_____	_____
14. Sincere interest in others	_____	_____	_____	_____	_____
15. Honesty	_____	_____	_____	_____	_____
16. Courtesy	_____	_____	_____	_____	_____
17. Manners	_____	_____	_____	_____	_____
18. Respect for others	_____	_____	_____	_____	_____
19. Emotional control	_____	_____	_____	_____	_____
20. Self-confidence	_____	_____	_____	_____	_____
21. Integrity	_____	_____	_____	_____	_____
22. Loyalty	_____	_____	_____	_____	_____
23. Desire to work	_____	_____	_____	_____	_____
24. Acceptance of change	_____	_____	_____	_____	_____

ASSIGNMENT SHEET #2

TRAIT	VERY GOOD	ABOVE AVERAGE	AVERAGE	BELOW AVERAGE	POOR
25. Ability to decide	_____	_____	_____	_____	_____
26. Ability to accept criticism	_____	_____	_____	_____	_____
27. Tact	_____	_____	_____	_____	_____
28. Cheerfulness	_____	_____	_____	_____	_____
29. Alertness	_____	_____	_____	_____	_____
30. General knowledge	_____	_____	_____	_____	_____

HUMAN RELATIONS IN AGRIBUSINESS UNIT I

ASSIGNMENT SHEET #3--A VOICE DEVELOPMENT PROGRAM

It is possible to train your voice to be pleasing to hear, but a pleasant speaking voice does not result overnight. Certain fundamental rules must be followed, and these rules must be practiced constantly. Here are a few suggestions for improving your voice and speech.

- A. *Listen to your own voice.* The best way to do this is to make a tape recording of your voice and study it.
- B. *Get the opinion of others.* A Voice Personality Rating Scale is provided to help you discover what others think about your voice. See scoring instructions on the next page.

VOICE PERSONALITY RATING SCALE

	NEGATIVE SCORE	YES	SOMETIMES	NO
1.	Voice is too high or shrill	—	—	—
2.	Talks too loudly or noisily	—	—	—
3.	Tones are muffled and indistinct	—	—	—
4.	Voice has nasal twang	—	—	—
5.	Speech is artificial and affected	—	—	—
6.	Hesitates, stammers, or stutters	—	—	—
7.	Has the "uh" habit	—	—	—
8.	Has a whining voice	—	—	—
9.	Has a domineering, dictatorial tone of voice	—	—	—
10.	Speech is jerky	—	—	—
11.	Talks too fast	—	—	—
12.	Has tendency to choke off vowel sounds	—	—	—
13.	Skips over consonants (lazy speech)	—	—	—
14.	Commonly mispronounces words	—	—	—
15.	Runs words together	—	—	—
16.	Voice is monotonous	—	—	—
17.	Has a breathy type of voice	—	—	—
18.	Voice fades out at end of sentences	—	—	—
19.	Voice is flat, dull, colorless	—	—	—
20.	Laugh is unpleasant	—	—	—
	Total Score	—	—	—

ASSIGNMENT SHEET #3

POSITIVE SCORE	YES	SOMETIMES	NO
1. Speaks fluently	___	___	___
2. Is pleasant to hear	___	___	___
3. Is easily understood	___	___	___
4. Has cordial and friendly tone	___	___	___
5. Voice is free from monotone	___	___	___
6. Pronounces every word and syllable	___	___	___
7. Voice is resonant	___	___	___
8. Has a melodious voice	___	___	___
9. Voice is natural and unaffected	___	___	___
10. Has a forceful voice	___	___	___
11. Has good level pitch in voice	___	___	___
12. Tones are clear	___	___	___
13. Voice rises and falls naturally	___	___	___
14. Maintains a normal rate of speed	___	___	___
15. Correctly pronounces each word	___	___	___
16. Controls voice at all times	___	___	___
17. Emphasizes the thought rather than the words	___	___	___
18. Speech is free from colloquialisms	___	___	___
19. Has a good vocabulary	___	___	___
20. Has agreeable laugh	___	___	___
TOTAL SCORE	___	___	___

Key to negative voice score:

If the answer to a question is "yes," put down 5. If the answer is "sometimes," put down 2. If the answer is "no," put down 0. Notice that the lower the numerical score, the fewer voice faults of the student.

0 to 10 -----Excellent
 10 to 20 -----Good
 20 to 30 -----Fair
 Above 30 -----Unsatisfactory

ASSIGNMENT SHEET #3

Key to positive voice score:

If the answer to a question is "yes," put down 5. If the answer is "sometimes," put down 2. If the answer is "no," put down 0.

90 to 100	-----Excellent--a rare score
80 to 90	-----Good
70 to 80	-----Fair
Below 70	-----Unsatisfactory

- C. *Learn to relax.* Practice relaxing your whole body. Breathe deeply. You will find you speak more easily when relaxed in this way.
- D. *Read aloud as much as possible.* Allow your voice to express the thought and feeling of the words as you read. This will help you to put feeling into your conversation, and people will be more inclined to listen to, and be impressed by, what you have to say.
- E. *Read and study good books on speech,* if you are a more involved student of speech. Certain local organizations, such as the Toastmasters' Club, do a great deal of work on this subject.

HUMAN RELATIONS IN AGRIBUSINESS UNIT I

ASSIGNMENT SHEET #4--GROOMING SELF-ANALYSIS

Directions: Rate yourself on each of the following questions. Use the scale of 6--Always, 4--Usually, 2--Occasionally, and 0--Never. When you have completed the evaluation, total your score and compare to the rating scale provided.

QUESTIONS	RATING
1. Do you take a bath or shower daily?	___
2. Do you use an <u>effective</u> deodorant or antiperspirant daily?	___
3. Do you use a foot spray or powder daily?	___
4. Do you shave as often as needed?	___
5. Do you put on clean undergarments daily?	___
6. Do you put on clean hosiery daily?	___
7. Do you clean your face thoroughly at least twice a day (more often if you have oily skin)?	___
8. Do you completely remove makeup before bed time?	___
9. Do you push cuticles back as you dry hands and feet after bathing?	___
10. Do you use hand cream daily?	___
11. Do you check fingernails daily and repair as necessary?	___
12. Do you check eyebrows daily for stray hairs that need to be removed?	___
13. Do you wash and set hair weekly (more often if needed)?	___
14. Do you brush hair vigorously every day?	___
15. Do you have hair cut or trimmed regularly?	___
16. Do you use a dandruff shampoo and/or cream rinses and conditioners if needed?	___
17. Do you brush your teeth at least twice daily?	___
18. Do you use a mouthwash daily?	___
19. Do you make the daily effort to apply makeup so that it looks fresh and natural?	___

ASSIGNMENT SHEET #4

QUESTIONS

RATING

20. Do you get enough sleep and rest so that you feel refreshed? _____
21. Do you take a good look at yourself in a full-length mirror before leaving the house? _____
22. Do you take a few minutes during the day to freshen your makeup and comb your hair? _____

TOTAL _____

Rating

116 to 132 You take pride in your appearance
100 to 115 You'd probably pass inspection
85 to 99 You're not really trying
less than 85 Your best friend won't even tell you

HUMAN RELATIONS IN AGRIBUSINESS UNIT I

ASSIGNMENT SHEET #5--GROOMING AND WARDROBE HABITS (BOY'S FORM)

Directions: Is your grooming up to business standards? Rate yourself on the following items. For each "Always" give yourself four (4) points, give yourself two (2) points for each "Sometimes," and no points (0) should be given for "Never." After completing the evaluation, total your score and compare it to the rating scale provided.

	ALWAYS	SOMETIMES	NEVER
1. Is your suit pressed, and are the pants well creased?	—	—	—
2. Is your clothing free from stains or spots?	—	—	—
3. Do you wear a fresh shirt daily?	—	—	—
4. Do you put on clean socks and underwear daily?	—	—	—
5. Does your tie harmonize with your shirt and suit?	—	—	—
6. Are your socks smooth and free from wrinkles at the ankles?	—	—	—
7. Do you avoid wearing white socks with dark pants?	—	—	—
8. Are your socks long enough to avoid exposing bare skin when you sit?	—	—	—
9. Are your shoes shined and in good repair?	—	—	—
10. Do you wear a deodorant or anti-perspirant to protect your clothing from stains?	—	—	—
11. Do your shoes harmonize with your clothing?	—	—	—
12. Do you carry a clean handkerchief?	—	—	—
13. Is your tie neatly knotted?	—	—	—

ASSIGNMENT SHEET #5

	ALWAYS	SOMETIMES	NEVER
14. Are your clothes conservative and businesslike?	—	—	—
15. Do you have nonwashable items cleaned frequently?	—	—	—
16. Do you check clothes for soiled spots, missing buttons, or split seams before wearing?	—	—	—
TOTAL POINTS	—	—	—

RATING SCALE

58 to 64-----You meet business standards
 50 to 57-----Employer may grudgingly tolerate you.
 Below 50-----Better get to work! You'll never get a
 promotion that way.

HUMAN RELATIONS IN AGRIBUSINESS UNIT I

ASSIGNMENT SHEET #6--GROOMING AND WARDROBE HABITS (GIRL'S FORM)

Directions: Is your grooming up to business standards? Rate yourself on the following items. Give yourself four (4) points for each "Always" and two (2) points for each "Sometimes," no points (0) for "Never." When you have completed the form, total the score and compare your rating with the rating scale provided.

	ALWAYS	SOMETIMES	NEVER
1. Does your outfit coordinate with your hair, eyes and complexion?	—	—	—
2. Are your clothes spotlessly clean and pressed?	—	—	—
3. Do your clothes coordinate attractively?	—	—	—
4. Do you check garments for split seams, ripped hems or loose buttons before wearing?	—	—	—
5. Do you protect clothing from perspiration stains?	—	—	—
6. Do you have nonwashable garments cleaned often?	—	—	—
7. Do you wash undergarments and hosiery after each wearing?	—	—	—
8. Do you check hosiery for runs and snags before wearing?	—	—	—
9. Do you keep shoes brushed, polished and in good repair?	—	—	—
10. Do you avoid lounging at home in your work clothes?	—	—	—
11. Do you protect dress with a makeup cape when applying cosmetics or combing your hair?	—	—	—
12. Do you wear a good bra?	—	—	—

ASSIGNMENT SHEET #6

	ALWAYS	SOMETIMES	NEVER
13. Do you wear a girdle?	—	—	—
14. Do you clean out your handbag often to get rid of unnecessary items?	—	—	—
15. Do you avoid wearing loud dangling bracelets or exotic jewelry to the office?	—	—	—
16. Do your shoes and accessories coordinate with your clothing?	—	—	—
17. Do you wear shoes with good support and comfortable heels when you must stand for long periods of time?	—	—	—
TOTAL POINTS	—	—	—

RATING SCALE

60 to 68-----You meet business standards.
 50 to 59-----Employer may grudgingly tolerate you.
 Below 50-----Better get to work! You'll never get a
 promotion that way.

HUMAN RELATIONS IN AGRIBUSINESS
UNIT I

ASSIGNMENT SHEET #7--PERSONAL DATA SHEET

Directions: Fill out for your own self evaluation.

NAME:

ADDRESS:

TELEPHONE:

EDUCATION:

AGE:

HEALTH:

WEIGHT:

MARITAL STATUS:

HEIGHT:

DATE OF BIRTH:

SUBJECTS STUDIED:

STUDENT ACTIVITIES:

SPECIAL SKILLS:

WORK EXPERIENCES:

REFERENCES:

ASSIGNMENT SHEET #8--APPLICATION FORM

Employment Application

PERSONAL DATA

Name _____ Soc. Sec. No. _____ Date of Birth _____
 Address _____ City _____ State _____
 How long at the above address? _____ Phone No. _____
 Last Previous Address _____ City _____ State _____
 Height _____ Weight _____ Maiden Name _____ Husband/Wife's Name _____
 Husband/Wife's Occupation _____ Where employed? _____
 How long? _____ No. of Dependents _____ Children's Ages _____
 Relationship of others _____ Single _____ Married _____
 How long have you lived in this state? _____ City _____
 Who should be notified in case of emergency? Name _____
 Relationship _____ Address _____
 City _____ State _____ Phone No. _____
 Do you own a car? _____ Do you own a health card? _____
 Any felony convictions? If "yes" explain _____
 Have you ever been bonded? _____ Have you ever been refused bond? _____

NAME: _____
 HIRED: _____
 LOCATION: _____
 REHIRE: _____
 TERM: _____
 REASON: _____

HEALTH

What is the present condition of your health? _____ Date last physical _____
 List any illnesses in the past year _____
 Do you have any physical defects? _____ Explain _____

MILITARY SERVICE

Yes _____ No _____ Branch _____ Dates: From _____ To _____
 Rating upon discharge _____
 Type of Discharge: Honorable _____ Medical _____ Other _____
 Are you a member of the National Guard? _____ Reserve _____ Active _____
 Is yearly active duty required? _____ How long? _____ Approximately when? _____
 What is your present draft status? _____

EDUCATION (CIRCLE LAST YEAR COMPLETED)

	NAME	HIGHEST YEAR COMPLETED	FROM	TO	MAJOR SUBJECTS
GRAMMAR SCHOOL		1 2 3 4 5 6 7 8			
HIGH SCHOOL		9 10 11 12			
COLLEGE		1 2 3 4 5 6			
		How long?			
OTHER		How long?			

ASSIGNMENT SHEET #8

Position Requested _____ Full Time _____ Part Time _____ Hours _____

Second choice _____ Salary expected _____

If selected when would you be available for work? _____

You are not required to give any information on this form if such is prohibited by law.

REFERENCES (Do not use relatives or former employers)

Name

Address

Occupation

1. _____

2. _____

EMPLOYMENT HISTORY (Start with Most Recent Employment)

NAME and ADDRESS	TIME EMPLOYED		POSITION	SALARY		SUPERVISOR
	FROM	TO		START	LEAVING	
(1)						
Phone No.	REASON FOR LEAVING					
(2)						
Phone No.	REASON FOR LEAVING					
(3)						
Phone No.	REASON FOR LEAVING					
(4)						
Phone No.	REASON FOR LEAVING					

Date _____ 19 _____ Signature _____

DO NOT WRITE BELOW THIS LINE

Interviewed by: _____ Date _____

Remarks _____

Appearance: _____ Attitude: _____ Stability: _____

HUMAN RELATIONS IN AGRIBUSINESS UNIT I

ANSWERS TO ASSIGNMENT SHEET

ASSIGNMENT SHEET #1

A good discussion is more important than 100 on the quiz.

1. d. There is contact with all of these groups but the close contact is with other workers.
2. b This is a generalization but all people like to be treated with respect, considered important, treated fairly. There are many individual differences than within the group.
3. d All three of these apply--it could be any of these
4. d
5. c Do unto others as you would have them do unto you.
6. c
7. a
8. c
9. b To be successful, the employee needs to know about the products, services, etc.
10. c
11. c Explain what exploiting means.
12. c
13. c
14. c
15. d
16. d
17. a
18. b
19. b
20. b

ANSWERS TO ASSIGNMENT SHEET

ASSIGNMENT SHEET #1 continued

- 21. d This is part of respect.
- 22. c
- 23. c
- 24. a
- 25. c

HUMAN RELATIONS IN AGRIBUSINESS
UNIT I

TEST

1. Define personality.
2. List four reasons why we study personality.
 - a.
 - b.
 - c.
 - d.
3. Arrange in logical order steps in improving your personality.
 - ☐ a. Analyze this rating trait by trait
 - ☐ b. Decide that your personality can be improved
 - ☐ c. Work out your plan of action
 - ☐ d. Find out how your personality rates
 - ☐ e. Develop a plan of action
4. Select from the list characteristics of a good personality by placing an "X" in the blank next to good characteristics.
 - ☐ a. Cheerfulness
 - ☐ b. Spitefulness
 - ☐ c. Self-confidence
 - ☐ d. Tactfulness
 - ☐ e. Egotistical
 - ☐ f. Forcefulness

5. Select from the list characteristics of a good fellow worker by placing an "X" in the appropriate blanks.
- ☐ a. Carrying out assigned responsibilities
 - ☐ b. Criticizing company policy
 - ☐ c. Doing only the work assigned to you
 - ☐ d. Contributing new ideas
 - ☐ e. Adherence to business rules and policies
 - ☐ f. Respect for authority
 - ☐ g. Being critical of new ideas
6. Select from the list personality traits that should be avoided by placing an "X" in the appropriate blank.
- ☐ a. "Passing the buck"
 - ☐ b. "Dedication"
 - ☐ c. "Loyalty"
 - ☐ d. "Gossiping"
 - ☐ e. "Apple-polishing"
7. Select from the list reasons why people work by placing an "X" in the appropriate blanks.
- ☐ a. Support family
 - ☐ b. Achieve goals
 - ☐ c. Guarantee quality schools
 - ☐ d. Acceptance of peers
 - ☐ e. Decrease welfare rolls
8. List three ways people are different:
- a.
 - b.
 - c.
9. Select from the list basic ways of getting along with people by placing an "X" in the appropriate blanks.
- ☐ a. Be cheerful
 - ☐ b. Complain often
 - ☐ c. Talk about co-workers behind their back
 - ☐ d. Preserve an open mind on all debatable questions
 - ☐ e. Be careful of others' feelings
 - ☐ f. Voice your opinions often
 - ☐ g. Be interested in others

10. List three purposes of a good telephone voice.
- a.
 - b.
 - c.
11. Arrange in order procedures that should be followed in dealing with people by telephone.
- ___ a. Get all necessary information
 - ___ b. Use a pleasant tone of voice
 - ___ c. Promptly follow-up telephone order
 - ___ d. Speak clearly
 - ___ e. Get credit identification
 - ___ f. Identify yourself
 - ___ g. Answer all questions
12. Select the information that should be included in your resume by placing an "X" in the appropriate blanks.
- ___ a. Parent's name
 - ___ b. Position for which application is being made
 - ___ c. Parent's education
 - ___ d. Personal references
 - ___ e. Education information
 - ___ f. Make of car
 - ___ g. Name, address, phone number
 - ___ h. Personal information
 - ___ i. Work experience
13. Select from the list rules that should be followed in filling out an application blank by placing an "X" in the appropriate blanks.
- ___ a. Look over entire application form before you begin
 - ___ b. Follow all instructions carefully and exactly
 - ___ c. Keep answers brief
 - ___ d. Write down a salary lower than what you want
 - ___ e. Fill in only parts of application that you wish to
 - ___ f. Try to give all facts for each question
 - ___ g. List your spouse's abilities and accomplishments
 - ___ h. Give any reference that sounds good, even if you don't know them
 - ___ i. When finished, check the form for completeness, accuracy and correct spelling

14. Complete a personality rating sheet.
15. Complete a voice personality rating scale.
16. Evaluate personal grooming habits.
17. Complete a personal data sheet.
18. Complete an application form.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

HUMAN RELATIONS IN AGRIBUSINESS UNIT I

ANSWERS TO TEST

1. What people see when they look at you, what they hear when you speak, and what they feel when in your presence.
2.
 - a. To understand ourselves
 - b. To understand others
 - c. To better live in our society
 - d. To improve our personality
3.
 - a. 3
 - b. 1
 - c. 5
 - d. 2
 - e. 4
4. a, c, d, f
5. a, d, e, f
6. a, d, e
7. a, b, d
8.
 - a. Background
 - b. Attitudes
 - c. Abilities
9. a, d, e, g
10.
 - a. To carry a message to the listener
 - b. To keep his attention centered on your message
 - c. To create in him a feeling of confidence in you

11. a. 4

b. 3

c. 7

d. 1

e. 5

f. 2

g. 6

12. b, d, e, g, h, i

13. a, b, c, f, i

14. Evaluated to the satisfaction of the instructor.

15. Evaluated to the satisfaction of the instructor.

16. Evaluated to the satisfaction of the instructor.

17. Evaluated to the satisfaction of the instructor.

18. Evaluated to the satisfaction of the instructor.

SELLING AND SALESMANSHIP UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to list the duties of a salesperson, describe how to deal with different customer situations, distinguish between the do's and don'ts of closing a sale and demonstrate the ability to determine the needs of a customer. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match stages of a sale to their explanation.
2. List three phases of a good sales presentation.
3. Select from a list basic types of selling.
4. Select from a list basic buying decisions of a customer.
5. Select from a list basic traits of a successful salesperson.
6. Match the five basic steps in selling to their explanation.
7. List eight duties of a salesperson.
8. Distinguish between the do's and don'ts of closing a sale.
9. Complete a product information sheet.
10. Determine solutions in case studies involving working with people.
11. Complete personality rating scale.

SELLING AND SALESMANSHIP
UNIT I

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide student with objective sheet
- B. Provide student with information and assignment sheets
- C. Discuss unit and specific objectives
- D. Discuss information and assignment sheets
- E. Have the students complete two selling demonstrations in class using the sales presentation worksheet
- F. Have the class divide into groups and react to different customer situations
- G. Have the students discuss the selling features of some well-known product
- H. Have a first-rate salesperson give a sales demonstration
- I. Have the student conduct individual selling demonstrations to the class
- J. Divide the class into groups and discuss different situations involving customer needs
- K. Discuss individual personality rating
- L. Visit a complaint department and talk with the person in charge
- M. Give test

II. Student

- A. Read objective sheet
- B. Study information sheet
- C. Complete assignment sheet
- D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit

A. Objectives

B. Information sheet

C. Assignment sheets

1. Assignment Sheet #1--Product Information
2. Assignment Sheet #2--Working With People
3. Assignment Sheet #3--Working With People
4. Assignment Sheet #4--Personality Rating Scale

D. Test

E. Answers to test

II. References

- A. *Basic Salesmanship*. Ernest, John W., OMPM, McGraw-Hill, 1969.
- B. *Creative Selling*. Ernest, John W., OMPM, McGraw-Hill, 1969.
- C. *Human Relations in Business*. Education Services, Ohio State University, 1971.
- D. *Distributive Education Classroom and School Store Facilities*. Slides and cassette, Instructional Materials Laboratory, University of Missouri-Columbia, 1975.

SELLING AND SALESMANSHIP UNIT I

INFORMATION SHEET

I. Stages of a sale

- A. Attention stage--Prospect becomes aware of a need
- B. Interest stage--Prospect becomes interested in doing something about the need
- C. Desire stage--Prospect wants to do something that will satisfy the need
- D. Conviction stage--Prospect becomes convinced that a particular product or course of action will satisfy the need
- E. Action stage--Prospect takes action to satisfy the need--in other words, buys the product or service

II. Phases of a good sales presentation

- A. Approach
- B. Demonstration
- C. Close

III. Basic types of selling

- A. Retail
- B. Industrial
- C. Wholesale

IV. Basic buying decisions of the customer

- A. Why should I buy
- B. What type, brand or style should I buy
- C. Where should I buy
- D. How much should I buy
- E. When should I buy
- F. How much should I buy

INFORMATION SHEET

V. Traits of a successful salesperson

- A. Confidence
- B. Perseverance
- C. Comprehensiveness
- D. Reliability
- E. Tact
- F. Loyalty
- G. Enthusiasm
- H. Leadership
- I. Conversational ability
- J. Oral expression
- K. Poise
- L. Grooming
- M. Honesty

VI. Basic steps in selling

- A. Approach--Welcoming or meeting the customer
- B. Talking points--Determining the customer's needs
- C. Demonstration--Demonstrating the merchandise
- D. Related items, product benefits and substitution--Overcoming sales resistance
- E. Closing--Closing the sale

VII. Duties of a salesperson

- A. Prospecting
- B. Conducting sales interviews
- C. Closing sales
- D. Servicing

INFORMATION SHEET

- E. Following-up
- F. Handling complaints
- G. Administering credit programs
- H. Performing other duties common to all employees

VIII. Do's and don'ts of closing a sale

- A. Do display a friendly manner at the close, even though there is disagreement between the customer and the salesperson

- B. Do be sure to have all materials and equipment that will be needed

(NOTE: Misplaced order blanks, obsolete price lists, and dry fountain pens can lose sales.)

- C. Do realize that begging for a sale makes the salesman and product look bad--it also disgusts the customer

- D. Do ask the customer to "OK" or approve the order rather than sign it

- E. Do make buying as easy and painless as possible

- F. Do try for privacy at the close

(NOTE: Phone calls and third parties distract.)

- G. Do study each customer as a baseball pitcher studies each batter

(NOTE: Then pitch to his weakness.)

- H. Don't let the customer know how much the sale means

- I. Don't be apologetic, particularly in quoting prices

- J. Don't make written or oral promises unless authorized to do so; otherwise there will be friction and expense

- K. Don't make a ceremony out of closing

- L. Don't give the customer an excuse or an opportunity to back away from the purchase

INFORMATION SHEET

- M. Don't ever ask the customer for the buying decision in such a way that he can answer with a "Yes" or a "No," for the latter closes the door
- N. Don't make it difficult for the customer to complete his purchase quickly, if he care to do so

SELLING AND SALESMANSHIP
UNIT I

ASSIGNMENT SHEET #1--PRODUCT INFORMATION

Directions: Pick a product from a local store and fill in the assignment sheet.

Product:

Use of the product:

How the product works:
(or how used?)

What the product is
made of:

How the product is made:

Instructions for using:
(safety, etc.)

Who is manufacturer:

Storage of product:

Maintenance of product:
(if not consumable)

Packaging: (sizes and
material)

Comparable items:

SELLING AND SALESMANSHIP
UNIT I

ASSIGNMENT SHEET #2--WORKING WITH PEOPLE

Directions: Complete the reading assignment and then answer the following questions.

Jack Dawson is a salesman for the Quality Seed Company. He really feels that he is an above-average salesman and that he has a good knowledge of sales techniques, but he does not seem to be getting anywhere. He barely met his quota in his territory last month, and he seems to have trouble selling to the big potential customers. Just the other day he lost a big order to Sam Bronson, who works for the ABC Seed Company. Jack knows he has a better product than Sam, but he just does not seem to get the breaks.

Jack had a heart-to-heart talk with his sales manager, but all the sales manager could say to him was, "Jack, you've got to do it yourself. This game of selling is rough. It takes a real man to rise above the others and land those big orders. I know you can do it, because I feel you are a good salesman."

Jack was the star quarterback for his high school football team. His team won the conference three years in a row, and Jack won the conference "Most Valuable Player" award. Jack remembers how those pep talks in the locker room helped when a guy was down. His old ball team depended upon the coach to raise their enthusiasm and build up their strength, and then they went out to win in the second half. Jack wonders why his sales manager cannot be like that coach.

A. Identify the problem.

B. What are the important facts to be considered in this problem?

ASSIGNMENT SHEET #2

- C. List several possible solutions (from every point of view).

- D. Evaluate the possible results of each solution.

- E. Which solution do you recommend? Why?

SELLING AND SALESMANSHIP
UNIT I

ASSIGNMENT SHEET #3--WORKING WITH PEOPLE

Directions: Complete the reading assignment and answer the following questions.

Jack Whipple sells for a well-known feed company. He finds that he is spending over 75 percent of his time prospecting, leaving only 25 percent for actual selling.

Jack hired a young man whose time is worth considerably less than his own. The junior salesman spends all his time canvassing for prospects. Jack has provided his young associate with a written copy of the sales talk he uses with his "hot" prospects. Jack also has his junior salesman accompany him on a number of calls so that the young man can learn "how it's done." Jack has made it clear to the young man that when he finds a prospect, his job is to set up an appointment for Jack, who will keep the appointment and attempt to make a complete sales presentation and close the sale. Jack has agreed to pay his sales associate 20 percent of the commissions earned on completed sales.

Jack figured that this system of prospecting would net him three times as much selling time as he previously had and that he ought to be able to close four times as many sales. However, it does not seem to be working out that way. The leads furnished by the junior salesman are difficult to close. A number of prospects have told Jack that they already have heard the story about the product. All they want to know about is the price. Some of the prospects mistakenly thought that it was lower in price than actually quoted.

The young man is getting discouraged. He does not seem to be getting what he thought would be a fair number of prospects out of his canvassing efforts. He complained to Jack, "When I do get to a farm, I find even after spending an hour there that I get turned down too many times."

A. Identify the true problem.

ASSIGNMENT SHEET #3

- B. What are the important facts to be considered in this problem?

- C. List several possible solutions (from every point of view).

- D. Evaluate the possible results of each solution.

- E. Which solution do you recommend? Why?

SELLING AND SALESMANSHIP
UNIT I

ASSIGNMENT SHEET #4--PERSONALITY RATING SCALE

Directions: The purpose of this scale is to help you form an opinion of your sales personality and rate yourself on twelve (12) important qualities of an effective salesperson. Be as objective as possible. Place an "X" in the appropriate blank.

1. Confidence

To what extent do you succeed in winning the confidence, respect and goodwill of your friends and classmates?

- | | |
|---|---------------------------------|
| ☐ Exceptionally successful | ☐ Seldom |
| ☐ Usually successful | ☐ Never |
| ☐ About 50-50 | |

2. Perseverance

To what extent are you capable of sustained effort (staying at a task until it is finished)?

- | | |
|--|---------------------------------|
| ☐ Always stick with it | ☐ Seldom |
| ☐ Sometimes discouraged | ☐ Never |
| ☐ Easily discouraged | |

3. Comprehension

How alert are you at grasping an idea or situation (catching on)?

- | | |
|---|---------------------------------|
| ☐ Extremely reliable | ☐ Seldom |
| ☐ Most of the time | ☐ Never |
| ☐ About 50-50 | |

4. Reliability

How reliable (dependable) are you in performing your work?

- | | |
|--|---------------------------------|
| ☐ Thoroughly reliable | ☐ Seldom |
| ☐ Ordinarily reliable | ☐ Never |
| ☐ About 50-50 | |

ASSIGNMENT SHEET #4

5. Tact

To what extent do you say or do things without hurting the feelings or incurring the ill opinion of others?

- | | |
|--|---|
| ☐ Always tactful | ☐ Seldom |
| ☐ Generally tactful | ☐ Offend others constantly |
| ☐ About 50-50 | |

6. Loyalty

Do you stand behind your employer and stand up for what you believe is right?

- | | |
|--|---|
| ☐ Always loyal | ☐ Give up easily |
| ☐ Usually loyal | ☐ Never stand firm |
| ☐ Hesitant | |

7. Enthusiasm

How enthusiastic are you in undertaking a task or an assignment?

- | | |
|---|---|
| ☐ Exceedingly enthusiastic | ☐ Often resentful |
| ☐ Mildly enthusiastic | ☐ Always resentful |
| ☐ So-so | |

8. Leadership

How well can you lead, direct or influence others?

- | | |
|--|---|
| ☐ Can lead forcefully | ☐ Usually avoid leadership |
| ☐ Lead most of the time | ☐ Always avoid leadership |
| ☐ About 50-50 | |

9. Conversational ability

To what extent do you participate in conversations with others?

- | | |
|--|--|
| ☐ Wholeheartedly | ☐ Scarcely at all |
| ☐ Quite a bit | ☐ Never |
| ☐ To a certain extent | |

ASSIGNMENT SHEET #4

10. Oral expression

How well do you use the English language?

- | | |
|--|--|
| ☐ Exceptionally well | ☐ Poorly, make many errors |
| ☐ Better than average | ☐ Very poorly, hard to understand |
| ☐ About average | |

11. Poise

To what extent are you poised (maintain self-control)?

- | | |
|--|--|
| ☐ Exceptionally well poised | ☐ Lose control frequently |
| ☐ Usually well poised | ☐ Rarely poised |
| ☐ About average | |

12. Grooming

To what extent do you maintain a neat and well-groomed appearance?

- | | |
|--------------------------------------|---|
| ☐ Always | ☐ Careless, often sloppy |
| ☐ Usually | ☐ Rarely |
| ☐ About 50-50 | |

13. Honesty

To what extent are you honest?

- | | |
|--------------------------------------|---------------------------------|
| ☐ Always | ☐ Never |
| ☐ Usually | ☐ Rarely |
| ☐ About 50-50 | |

SELLING AND SALESMANSHIP
UNIT I

TEST

1. Match the stages of the sale (right-hand column) to their explanation (left-hand column) and place the correct number in the blank provided.
- | | |
|---|---------------------|
| ___ a. Prospect takes action to satisfy the need | 1. Desire stage |
| ___ b. Prospect becomes convinced that a particular product or course of action will satisfy the need | 2. Attention stage |
| ___ c. Prospect wants to do something that will satisfy the need | 3. Action stage |
| ___ d. Prospect becomes interested in doing something about that need | 4. Interest stage |
| ___ e. Prospect becomes aware of a need | 5. Conviction stage |
2. List three phases of a good sales presentation.
- a. _____
- b. _____
- c. _____
3. Select basic types of selling by placing an "X" in the appropriate blanks.
- ___ a. Retail
- ___ b. High pressure
- ___ c. Industrial
- ___ d. Wholesale
- ___ e. Discount

4. Select the basic buying decisions of a customer by placing an "X" in the appropriate blanks.

- ☐ a. How much should I pay?
- ☐ b. When should I buy?
- ☐ c. Why should I buy?
- ☐ d. Where should I buy?
- ☐ e. What type, brand or style should I buy?
- ☐ f. How much should I buy?

5. Select the basic traits of a successful salesperson by placing an "X" in the appropriate blanks.

- ☐ a. Good looks
- ☐ b. Enthusiasm
- ☐ c. Poise
- ☐ d. Nice car
- ☐ e. Leadership
- ☐ f. Reliability
- ☐ g. Loyalty
- ☐ h. Selfishness
- ☐ i. Perseverance
- ☐ j. Self-centered
- ☐ k. Honesty

6. Match the five basic steps (right column) to their explanation (left column) by placing the correct number in the blank provided.

- | | |
|--|--|
| ☐ a. Welcoming or meeting the customer. | 1. Talking points |
| ☐ b. Determining the customer's needs. | 2. Demonstration |
| ☐ c. Demonstrating the merchandise. | 3. Approach |
| ☐ d. Overcoming sales resistance | 4. Closing |
| ☐ e. Closing the sales | 5. Related items, product benefits and substitutions |

7. List eight duties of a salesperson.

- a.
- b.
- c.
- d.
- e.
- f.
- g.
- h.

8. Distinguish between the do's and don'ts of closing a sale by filling in the blanks with either "Do" or "Don't."

- a. _____ display a friendly manner at the close, even though there is disagreement between the customer and the salesman.
- b. _____ be sure to have all materials and equipment that will be needed.
- c. _____ let the customer know how much the sale means.
- d. _____ realize that begging for a sale makes the salesman and his product look bad--it also disgusts the customer.
- e. _____ be apologetic, particularly in quoting price.
- f. _____ make written or oral promises unless authorized to do so; otherwise there will be friction and expense.
- g. _____ ask the customer to "OK" or approve the order rather than sign it.
- h. _____ make a ceremony out of closing.
- i. _____ make buying as easy and painless as possible.
- j. _____ give the customer an excuse or an opportunity to back away from the purchase.
- k. _____ ever ask the customer for the buying decision in such a way that he can answer with a "Yes" or a "No," for the latter closes the door.

1. _____ try for privacy at the close.
- m. _____ study each customer as a baseball pitcher studies each batter.
- n. _____ make it difficult for the customer to complete his purchase quickly if he cares to do so.
9. Determine the selling features of an agriculture product.
10. Determine solutions in case studies involving working with people.
11. Complete personality rating scale.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

SELLING AND SALESMANSHIP
UNIT I

ANSWERS TO TEST

1. a. 3
b. 5
c. 1
d. 4
e. 2
2. a. Approach
b. Demonstration
c. Close
3. a, c, d
4. a, b, c, d, e, f
5. b, c, e, f, g, i, k
6. a. 3
b. 1
c. 2
d. 5
e. 4
7. a. Prospecting
b. Conducting sales interview
c. Closing sale
d. Servicing
e. Following-up
f. Handling complaints
g. Administering credit program
h. Performing other duties common to all employees

8.
 - a. Do
 - b. Do
 - c. Don't
 - d. Do
 - e. Don't
 - f. Don't
 - g. Do
 - h. Don't
 - i. Do
 - j. Don't
 - k. Don't
 - l. Do
 - m. Do
 - n. Don't
9. Evaluated to the satisfaction of the instructor.
10. Evaluated to the satisfaction of the instructor.
11. Evaluated to the satisfaction of the instructor.

ADVERTISING UNIT I

UNIT OBJECTIVE

After the completion of this unit, the student should be able to define and list objectives of advertising, list advantages of newspaper, magazines, direct mail, television and radio, list types of sponsors and list rules for planning a display. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Define advertising.
2. List the objectives of advertising.
3. Distinguish between the advantages and disadvantages of advertising.
4. Describe two kinds of advertising.
5. List requirements of effective advertising.
6. Select from a list advantages of newspaper advertising.
7. List two types of newspaper advertising.
8. List three types of magazines.
9. Describe advantages of direct mail.
10. Discuss why television is a more important advertising media today than radio.
11. Describe why radio is an important advertising media today.
12. List the types of program sponsorship.
13. Select from a list the desirable result of advertising.

14. Define a display.
15. Select from a list rules for preparing a display.
16. Distinguish between window and interior displays.
17. Discuss the procedures to be followed in planning and creating a display.
18. Identify five common display arrangements.
19. Develop a newspaper advertisement.
20. Develop a display.

ADVERTISING
UNIT I

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide student with objective sheet
- B. Provide student with information and assignment sheets
- C. Discuss unit and specific objectives
- D. Discuss information and assignment sheets
- E. Visit a local business and critique his displays
- F. Visit a local advertising firm
- G. Give test

II. Student

- A. Read objectives
- B. Study information sheet
- C. Complete assignment sheets
- D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit

- A. Objectives
- B. Information sheet
- C. Transparency Master #1--Display Arrangements
- D. Assignment sheets
 - 1. Assignment Sheet #1--Write a Newspaper Advertisement
 - 2. Assignment Sheet #2--Display These Products

E. Test

F. Answers to test

II. References

- A. *Advertising*. Antrim, W. H., McGraw-Hill, OMPM, 1969.
- B. *Advertising and Promotion*. Agricultural Education Services, Ohio State University, 1970.
- C. *Display and Promotion*. Smith, G. R., McGraw-Hill, OMPM, 1969.

ADVERTISING UNIT I

INFORMATION SHEET

- I. Definition of advertising--A paid announcement that informs and educates consumers so that they may choose more wisely from the variety of goods and services now on the market
- II. Objectives of advertising
 - A. Stimulate demand for specific products
 - B. Stimulate demand for the services of specific sellers
 - C. Attract attention and create interest
 - D. Sell the advertised product directly
 - E. Keep customers satisfied
- III. Advantages and disadvantages of advertising
 - A. Advantages
 1. Quickly gain attention
 2. Reaches many individuals
 3. Stimulates sales
 - B. Disadvantages
 1. Non-personal in nature
 2. It cannot answer all the questions a customer may have
- IV. Kinds of advertising
 - A. Institutional--Attempts to convince the customer that the advertiser is a good firm
 - B. Promotional
 1. Pioneer--Educates about a new product
 2. Reminder--Keeps the product in the customer's mind
 3. Notice of sale--Stresses the availability of goods

INFORMATION SHEET

V. Requirements of effective advertising

- A. Advertise the right goods or service
- B. Advertise at the right time
- C. Advertise to the right market
- D. Advertise in the right media
- E. Use the right advertising technique

VI. Advantages of newspaper advertising

- A. Universally read
- B. Circulation is largely read
- C. Excellent medium for test sales - promotion campaigns
- D. Medium for obtaining quick sales
- E. Sales appeal may be made very timely
- F. Changed daily
- G. Long-range planning is not necessary
- H. Newspaper offices help in preparation of layout

VII. Types of newspaper advertising

- A. Display
- B. Classified

VIII. Types of magazines

- A. Consumer
- B. Class
- C. Trade, technical and professional

IX. Advantages of direct mail

- A. Directed specifically to certain groups
- B. Made personal

INFORMATION SHEET

- C. Has no limitation on size or length
- D. Can be followed up
- E. Relatively inexpensive
- X. Importance of television advertising
 - A. Television has the ability to carry a message to the eye as well as the ear
 - B. More than 96% of the homes have at least one television set
- XI. Importance of radio advertising--Today in the U. S. almost everyone has access to a radio either in their home or their vehicle
- XII. Types of program sponsorship
 - A. Entertainment
 - B. Educational
- XIII. Desirable results of advertising
 - A. Attract attention
 - B. Arouse interest
 - C. Create desire
 - D. Induce action
- XIV. Definition of display--Shows the merchandise itself, rather than giving actual information about the merchandise
- XV. Rules for a display
 - A. Decorate from the customer's viewpoint
 - B. Maintain unity
 - C. Keep merchandise and fixtures clean

INFORMATION SHEET

XVI. Types of displays

A. Window

1. Closed background
2. Semiclosed background
3. Open background

B. Interior

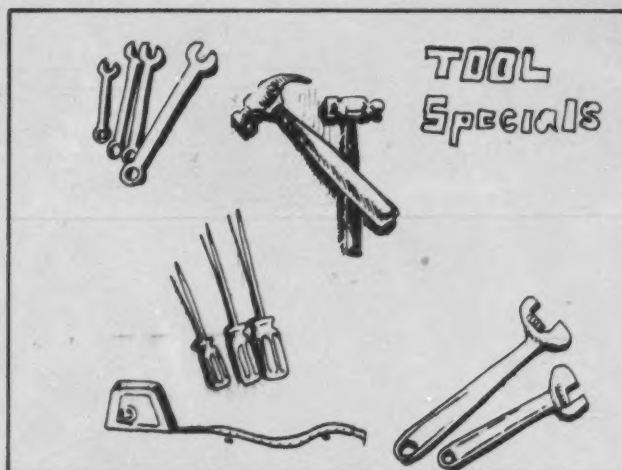
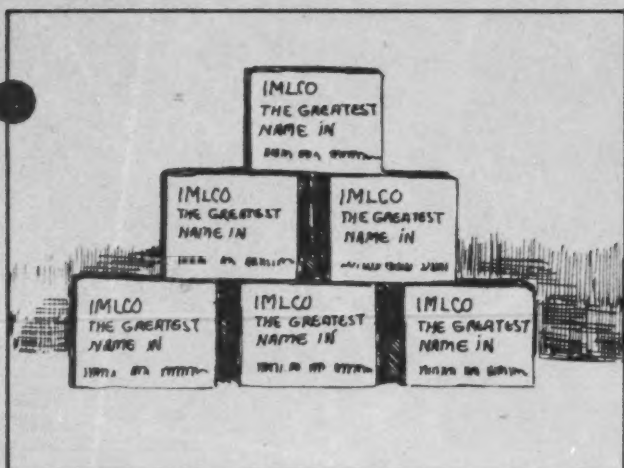
1. Open
2. Closed
3. Platform
4. Ledge and wall
5. Architectural

XVII. Procedures for planning and creating a display

- A. Develop an idea or theme
- B. Select the merchandise
- C. Sketch the display for each season, influences customers to buy goods
- D. Implement the display

XVIII. Display arrangements (Transparency 1)

- A. Mass
- B. Unit
- C. Pyramid
- D. Step
- E. Zig-zag



ADVERTISING
UNIT I

ASSIGNMENT SHEET #1--WRITE A NEWSPAPER ADVERTISEMENT

Directions: Write a newspaper advertisement about your favorite
brand of herbicide.

ADVERTISING
UNIT I

ASSIGNMENT SHEET #2--DEVELOP A DISPLAY

Directions: Using the rules and types of display and the procedures for planning and creating a display, show how you would display the following: a saddle, a bridle, a saddle blanket and a gun.

ADVERTISING
UNIT I

TEST

1. Define advertising.
2. List the objectives of advertising.
 - a.
 - b.
 - c.
 - d.
 - e.
3. Distinguish between the advantages and disadvantages of advertising by placing an "A" for advantage and a "D" for disadvantage in the appropriate blanks.
 - ___ a. Non-personal in nature
 - ___ b. Quickly gain attention
 - ___ c. Stimulates sales
 - ___ d. Cannot answer all questions a customer may have
 - ___ e. Reaches individuals at a lower cost
4. Describe two kinds of advertising.

5. List requirements of effective advertising.

- a.
- b.
- c.
- d.
- e.

6. Select from a list advantages of newspaper advertising by placing an "X" in the appropriate blanks.

- ☐ a. Universally read
- ☐ b. Circulation is largely read
- ☐ c. Excellent medium for test sales
- ☐ d. Medium for obtaining quick sales
- ☐ e. Timely
- ☐ f. Changed daily
- ☐ g. Planning is not necessary
- ☐ h. Editor will always write up your advertisement for you

7. List two types of newspaper advertising.

- a.
- b.

8. List three types of magazines.

- a.
- b.
- c.

9. Describe advantages of direct mail.

10. Discuss why television is a more important advertising medium today than radio.

11. Describe why radio is an important advertising media today.

12. List types of sponsorships.

a.

b.

13. Select the desirable results of advertising on television and radio by placing an "X" in the appropriate blanks.

___ a. Create desire

___ b. Induce action

___ c. Attract attention

___ d. Induce sentimental reaction

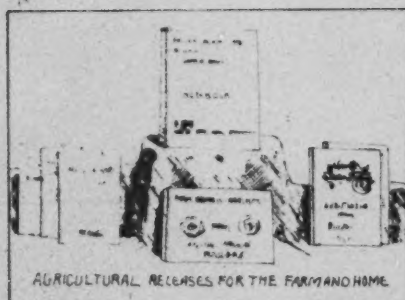
___ e. Arouse interest

14. Define display.

15. Select from a list rules in preparing a display by placing an "X" in the appropriate blanks.
- ☐ a. Decorate from the customer's viewpoint
 - ☐ b. Maintain unity
 - ☐ c. Keep merchandise and fixtures clean
 - ☐ d. Use background and lights for effect
 - ☐ e. Keep lines and design simple
 - ☐ f. Coordinate color and harmony
 - ☐ g. Show merchandise as it would be used if possible
 - ☐ h. Make display reflect store's character
 - ☐ i. Change display often
16. Distinguish between window and interior displays by placing a "W" for windows and "I" for interior in the appropriate blanks.
- ☐ a. Closed background
 - ☐ b. Open
 - ☐ c. Closed
 - ☐ d. Semiclosed background
 - ☐ e. Architectural
 - ☐ f. Ledge and wall
 - ☐ g. Open background
 - ☐ h. Platform
17. Discuss the procedure to be followed in planning and creating a display.

18. Identify five common display arrangements.

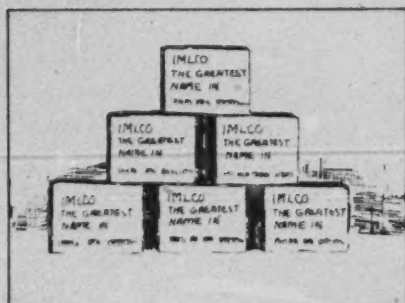
- a.
- b.
- c.
- d.
- e.



a.



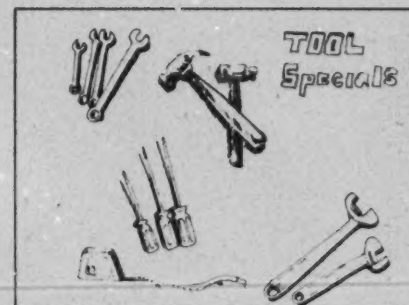
b.



c.



d.



e.

19. Develop a newspaper advertisement.

20. Develop a display.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

ADVERTISING
UNIT I

ANSWERS TO TEST

1. A paid announcement that informs and educates consumers so that they may choose more wisely from the unprecedented variety of goods and services now on the market
2.
 - a. Stimulate demand for specific products of specific sellers
 - b. Stimulate demand for the services of specific sellers
 - c. Attract attention and create interest
 - d. Sell the advertised product directly
 - e. Keep customers satisfied
3.
 - a. d
 - b. a
 - c. a
 - d. d
 - e. a
4.
 - a. Institutional--Attempts to convince the customer that that the advertiser is a good firm
 - b. Promotional
 1. Pioneer--Educates about a new product
 2. Reminder--Keeps the product in the customer's mind
 3. Notice of sale--Stresses the availability of goods
5.
 - a. Advertise the right goods or service
 - b. Advertise at the right time
 - c. Advertise to the right market
 - d. Advertise in the right media
 - e. Use the right technique
6. a, b, c, d, e, f

7. a. Display
b. Classified
8. a. Consumer
b. Class
c. Trade, technical and professional
9. a. Directed specifically to certain groups
b. Make personal
c. Has no limitation on size or length
d. Can be followed up
e. Relatively inexpensive
10. a. Television has the ability to carry a message to the eye as well as the ear
b. More than 96% of the homes have at least one television set
11. Almost everyone in the U. S. today has access to a radio either in their home or vehicle
12. a. Entertainment
b. Educational
13. a, b, c, e
14. Shows the merchandise itself, rather than giving actual information about it
15. a, b, c, d, e, f, g, h, i
16. a. W
b. I
c. I
d. W
e. I
f. I
g. W
h. I

17. Discussion should include:
 - a. Develop an idea or theme
 - b. Select the merchandise
 - c. Sketch the display for each season, influence customer to buy
 - d. Implement the display
18.
 - a. Mass
 - b. Unit
 - c. Pyramid
 - d. Step
 - e. Zig-zag
19. Evaluated to the satisfaction of the instructor.
20. Evaluated to the satisfaction of the instructor.

MARKETING AGRICULTURAL PRODUCTS UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to match market terms to their definitions and list factors that influence the timing in marketing farm products and the causes for shifts in demand. He should also be able to match the standard and grade acts to their description and discuss ways of using the futures market. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match market terms to their definitions.
2. Select from a list methods of finding market information.
3. List eight factors that influence the time to market farm products.
4. List factors that cause shifts in demand in marketing.
5. Select from a list factors that contribute to marketing costs.
6. Match distinct cyclic patterns in supplies of agricultural products and poultry to their explanation.
7. List five alternative methods of marketing livestock.
8. Select from a list four methods of transportation for agricultural products.
9. Select from a list major causes of transportation loss.
10. Select from a list requirements that are imposed in transportation across state lines.
11. Describe two types of markets for which milk is produced.

12. List six factors that are used in determining federal grades of grain.
13. List five factors that are used in determining USDA grades of beef.
14. List four factors that are used in determining USDA grades of pork.
15. Arrange in order the suggested steps of the marketing channel.
16. Match the cities of the leading futures markets to the commodities.
17. Discuss four ways of using the futures markets.
18. Match the standard and grade acts to their description.
19. Distinguish between two types of elevators.
20. Solve problems on hedging using the cash and futures market.

MARKETING AGRICULTURAL PRODUCTS
UNIT I

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide student with objective sheet
- B. Provide student with information and assignment sheet
- C. Discuss unit and specific objectives
- D. Discuss the daily market reports
- E. Have an Agricultural Economist visit the class
- F. Visit a nearby grain elevator and discuss with the manager his buying and selling policies
- G. Have a trucker visit the class
- H. Visit a commission company in a terminal market
- I. Have a veterinarian talk about intrastate and interstate health programs
- J. Have students visit local sale barn and give reports
- K. Give test

II. Student

- A. Read objectives
- B. Study information sheet
- C. Complete assignment sheet
- D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit

- A. Objectives
- B. Information sheet

- C. Assignment Sheet #1--Hedging Using the Cash and Futures Market
- D. Answers to assignment sheet
- E. Test
- F. Answers to test

II. References

- A. *Agriculture III*. Curriculum and Instructional Materials Center, Stillwater, Oklahoma.
- B. *Animal Science and Industry*. Acker, Prentice-Hall Inc., 1971.
- C. *Doane's Farm Management Guide*. Doane's Agricultural Service Inc., Tenth Edition, 1973.
- D. *The Science of Animal Husbandry*. Blakely, J. and D. H. Bade, Reston Publishing Co., Reston, Virginia, 1976.

MARKETING AGRICULTURAL PRODUCTS
UNIT I

INFORMATION SHEET

I. Terms and definitions

- A. Terminal market--Trading centers with complete facilities for receiving, caring for, handling and selling agricultural products on a private treaty basis
- B. Commission company--Acts as an agent for the seller and for this service it receives a commission
- C. Dealers or traders--People who buy and take title to livestock and other agricultural products, then sort and group for resale hoping to make a profit
- D. Auctions--Animals and/or agricultural products are sold by public bidding to the buyer who offers the highest price
- E. Order buyers--People who buy agricultural products for a person or firm who request that product
- F. Direct marketing--Transactions are made directly between the buyer and seller, which eliminates the middleman
- G. Shrink--Loss of a marketable product as it moves through marketing channels
- H. Selling on grade and yield--After the livestock are slaughtered, the pounds of meat, the grade and the yield are the determining factors in establishing the price
- I. Pasteurizing--A method of destroying disease producing bacteria and checking the activity of fermentative bacteria
- J. Homogenizing--To process milk so that blending the particles are so finely divided and emulsified that cream does not separate on standing
- K. Standardizing--Classifying all products to uniformity within grades
- L. Blend pricing--Price paid for milk of a specified composition
- M. Hedging--Process of shifting the risk from prices which change in either direction

INFORMATION SHEET

- N. Demand--A schedule of different quantities of a commodity that buyers will purchase at different prices at a given time and place
 - O. Supply--A schedule of differing quantities which will be offered for sale at different prices at a given time and place
 - P. Futures--A contract for a specific commodity bought and sold for delivery at a later date
- II. Methods of finding market information
- A. TV and radio
 - B. Newspaper
 - C. Governmental agencies
 - D. Weekly and monthly periodicals
- III. Factors that influence time to market agricultural products
- A. Market prices
 - B. Futures
 - C. Carry-over
 - D. Projected national yield
 - E. Potential import and export
 - F. Cost of storage
 - G. Financial status of producer
 - H. Storage facilities
 - I. Weather conditions
 - J. Governmental policies
 - K. Transportation
 - L. Types of product (perishable or nonperishable)
- IV. Factors that cause shifts in demand in marketing
- A. Population increase or decrease

INFORMATION SHEET

- B. Difference in income and purchasing powers
- C. Changes in tastes and preferences of consumer
- D. Cost of product
- E. Expectations of buyers
- V. Factors that contribute to marketing costs
 - A. General rise in price levels
 - B. Quantity of product moving through market channels
 - C. Increased demand by consumers for service and quality
 - D. Transportation costs
 - E. Shrink
- VI. Cyclic patterns in supplies of agricultural products
 - A. Long term--Mainly caused by supply and demand
 - B. Seasonal--Caused by seasonal weather variation
 - C. Weekly--Caused by early week buying
- VII. Alternative methods of marketing agricultural products
 - A. Terminal market
 - B. Auction
 - C. Local market
 - D. Direct marketing or sales
- VIII. Means of marketing transportation
 - A. Truck transport
 - B. Rail transport
 - C. Water transport
 - D. Air transport

INFORMATION SHEET

- IX. Major transportation losses
 - A. Bruising
 - B. Crippling
 - C. Death
 - D. Shrink (by definition includes many factors)
- X. Requirements that are imposed in transportation across state lines
 - A. Health certificates
 - B. State and federal permits
 - C. Brand inspections
 - D. Proof of ownership
- XI. Types of markets for which milk is produced
 - A. Fluid or market milk for fresh milk and cream consumption
 - B. Manufactured milk for the production of butter, cheese, condensed milk, and other dairy products
- XII. Factors determining federal grades of grain
 - A. Test weight
 - B. Soundness of kernels
 - C. Cleanliness
 - D. Purity of type
 - E. Moisture content
 - F. Condition of grain
- XIII. Factors determining USDA grades of beef
 - A. Maturity
 - B. Marbling
 - C. Texture

INFORMATION SHEET

D. Firmness

E. Color

XIV. Factors determining USDA grades of pork

A. Firmness

B. Color

C. Actual back fat

D. Marbling

XV. Steps of marketing channel

A. Assembling

B. Grading

C. Processing

D. Transporting

E. Storage

F. Financing

G. Risk-taking

(NOTE: Risk-taking is a process of assuming risk until the product has been sold or processed.)

H. Sale of product

XVI. Leading futures markets

A. Grain

1. Chicago

2. Minneapolis

3. Kansas City

B. Cotton--New York

C. Cattle

1. Chicago

INFORMATION SHEET

2. Omaha

3. Kansas City

XVII. Ways of using futures market

- A. Price crop any time prior to harvest
- B. Set price of product without taking immediate delivery
- C. Fix price of grain in storage for deferred delivery
- D. Speculation purposes

XVIII. Standard and grade acts that have affected the crops market

- A. Agricultural Marketing Act--Established in 1946 giving the Secretary of Agriculture power to develop and establish grades and standards for most farm commodities
- B. Grain Standards Act--Established in 1916 setting federal standards requiring all grain to be graded if sold through interstate commerce
- C. Cotton Futures Act--Established in 1914 creating the Department of Standardization of Cotton
- D. Standard Containers Act--Established in 1916 setting standards on the 2-quart, 4-quart and 12-quart baskets
- E. Agricultural Adjustment Act--Established in 1933 for the purpose of organizing criterion for a fair price for agricultural products
- F. Pure Food and Drug Act--Established in 1906, expanded in 1938; designed to prevent shipment of adulterated or misbranded food and drugs

XIX. Types of elevators

A. County

- 1. Independent--Operated and controlled by individuals within the community
- 2. Cooperative--Operated cooperatively by farmers of the area
- 3. Line--Operated and owned from a central headquarters or chain

INFORMATION SHEET

- B. Terminal--Operated by grain dealers or merchants who buy grain for storage and later sell to millers and processors or export

(NOTE: Because of the large storage capacity and investment powers, the terminal operator owners are able to utilize the futures market for hedging. The practice of buying and selling in futures is used by all elevators as they purchase grain.)

MARKETING AGRICULTURAL PRODUCTS UNIT I

ASSIGNMENT SHEET #1--HEDGING USING THE CASH AND FUTURES MARKET

Directions: With given information, determine if the farmer made any money on his futures transaction.

EXAMPLE:

	<i>Cash Market</i>	<i>Futures Market</i>
On day of purchase	Purchase 50,000 bushels of wheat at \$2.00 per bushel	Sold 50,000 bushels of wheat at \$2.10 per bushel
	Sold 50,000 bushels of wheat at \$1.95 per bushel	Purchased 50,000 bushels of wheat at \$2.05 per bushel
On day of cash sale	The farmer lost 5¢ per bushel on cash market	However, he gained 5¢ on the futures market

(NOTE: When cash grain was purchased, futures were sold. When cash grain was sold, futures were purchased. The cash market declined as he feared it might, and he lost five cents a bushel when he finally sold his grain. However, the futures market also fell, and there was a net gain of five cents a bushel on his futures transactions. This was a perfect hedge, since the loss on one market was exactly offset by the gain on the other. The futures market is appraising the situation as it might develop, the cash market as it is developing.)

	<i>Cash Market</i>	<i>Futures Market</i>
Nov. 1	Buys 20,000 at \$4.50	Nov. 1 Sells 20,000 May futures at 4.90
Jan. 1	Sells 20,000 at \$4.30	Jan. 1 Buys 20,000 May futures at \$4.70

MARKETING AGRICULTURAL PRODUCTS
UNIT I

ANSWERS TO ASSIGNMENT SHEET #1

1. Loss .20 per bushel on the cash market
Gain .20 per bushel on the futures market

At the time he sells his holding of soybeans he can make up any loss from the reduced prices by the sale of his futures contract and the purchase of a new one at a lower price. This problem is again a perfect hedge not counting brokers' fees. Often these would be more or less difference.

MARKETING AGRICULTURAL PRODUCTS UNIT I

TEST

1. Match the terms to their definitions by placing the number of the term in the blank provided.

- | | |
|---|--------------------------------|
| — a. Trading centers with complete facilities for receiving, caring for, handling and selling agricultural products on a private treaty basis | 1. Auctions |
| — b. Acts as an agent for the seller, and for this service it receives a commission | 2. Blend pricing |
| — c. People who buy and take title to livestock and/or agricultural products, then sort and group for resale hoping to make a profit | 3. Commission company |
| — d. Animals are sold by public bidding to the buyer who offers the highest price | 4. Dealers or traders |
| — e. People who buy agricultural products for a person or firm who request that product | 5. Demand |
| — f. Transactions are made directly between the buyer and seller, which eliminates the middleman | 6. Direct marketing |
| — g. Loss of a marketable product as it moves through marketing channels | 7. Futures |
| — h. After the livestock are slaughtered, the pounds of meat, the grade and the yield are the determining factors in establishing the price | 8. Hedging |
| — i. A method of destroying disease producing bacteria and checking the activity of fermentative bacteria | 9. Homogenizing |
| — j. To process milk so that blending the particles are so finely divided and emulsified that cream does not separate on standing | 10. Order buyers |
| | 11. Pasteurizing |
| | 12. Selling on grade and yield |
| | 13. Shrink |
| | 14. Standardizing |
| | 15. Supply |
| | 16. Terminal market |

- | | |
|---|--------------------------------|
| ☐ k. Classifying all products to uniformity within grades | 1. Auctions |
| ☐ l. Price paid for milk of a specified composition | 2. Blend pricing |
| ☐ m. Process of shifting the risk from prices which change in either direction | 3. Commission company |
| ☐ n. A schedule of different quantities of a commodity that buyers will purchase at different prices at a given time and place | 4. Dealers or traders |
| ☐ o. A schedule of differing quantities which will be offered for sale at different prices at a given time and place | 5. Demand |
| ☐ p. A contract for a specific commodity bought and sold for delivery at a later date | 6. Direct marketing |
| | 7. Futures |
| | 8. Hedging |
| | 9. Homogenizing |
| | 10. Order buyers |
| | 11. Pasteurizing |
| | 12. Selling on grade and yield |
| | 13. Shrink |
| | 14. Standardizing |
| | 15. Supply |
| | 16. Terminal market |

2. Select methods of finding marketing information by placing an "X" in the appropriate blanks.

- ☐ a. TV Guide
- ☐ b. Newspaper
- ☐ c. Weekly and monthly periodicals
- ☐ d. Encyclopedia
- ☐ e. Governmental agencies
- ☐ f. TV and radio

3. List twelve factors that influence the time to market agricultural products.
 - a.
 - b.
 - c.
 - d.
 - e.
 - f.
 - g.
 - h.
 - i.
 - j.
 - k.
 - l.
4. List factors that cause shifts in demand in marketing.
 - a.
 - b.
 - c.
 - d.
 - e.
5. Select factors that contribute to marketing costs by placing an "X" in the appropriate blanks.
 - ☐ a. Transportation costs
 - ☐ b. Season of the year
 - ☐ c. General rise in price levels
 - ☐ d. Quantity of product moving through market channels
 - ☐ e. Shrink

6. Match distinct cyclic patterns in supplies of agricultural products to their explanations.
- | | |
|---|--------------|
| ☐ a. Mainly caused by supply and demand. | 1. Seasonal |
| ☐ b. Caused by seasonal weather variation. | 2. Weekly |
| ☐ c. Caused by early week buying. | 3. Long term |
7. List four alternative methods of marketing livestock.
- a.
b.
c.
d.
8. Select methods of transportation for agricultural products by placing an "X" in the appropriate blanks.
- ☐ a. Rail transport
☐ b. Bus transport
☐ c. Water transport
☐ d. Truck transport
☐ e. Car transport
☐ f. Air transport
9. Select major causes of transportation loss by placing an "X" in the appropriate blanks.
- ☐ a. Bruising
☐ b. Theft
☐ c. Crippling
☐ d. Death

10. Select requirements that are imposed in transportation across state lines by placing an "X" in the appropriate blanks.
- ☐ a. Breed registration
 - ☐ b. State and federal permits
 - ☐ c. Health certificates
 - ☐ d. Bill of sale
 - ☐ e. Brand inspections
 - ☐ f. Proof of ownership
11. Describe two types of markets for which milk is produced.
12. List six factors that are used in determining federal grades of grain.
- a.
 - b.
 - c.
 - d.
 - e.
 - f.
13. List five factors that are used in determining USDA grades of beef.
- a.
 - b.
 - c.
 - d.
 - e.

14. List four factors that are used in determining USDA grades of pork.
- a.
 - b.
 - c.
 - d.
15. Arrange in order the suggested steps of the marketing channel.
- ___ a. Transporting
 - ___ b. Financing
 - ___ c. Sale of product
 - ___ d. Assembling
 - ___ e. Risk-taking
 - ___ f. Grading
 - ___ g. Processing
 - ___ h. Storage
16. Match the cities of the leading grain and cotton futures markets to the commodities.
- | | |
|--------------------|-----------|
| ___ a. Chicago | 1. Cotton |
| ___ b. Minneapolis | 2. Grain |
| ___ c. Kansas City | 3. Cattle |
| ___ d. New York | |
| ___ e. Omaha | |
17. Discuss four ways of using the futures market.

18. Match the standard and grade acts to their description.

- | | |
|--|--------------------------------|
| ___ a. Established in 1946 giving the Secretary of Agriculture power to develop and establish grades and standards for most farm commodities | 1. Cotton Futures Act |
| ___ b. Established in 1916 setting federal standards requiring all grain to be graded if sold through interstate commerce | 2. Pure Food and Drug Act |
| ___ c. Established in 1914 creating the Department for Standardization of cotton | 3. Agricultural Adjustment Act |
| ___ d. Established in 1916 setting standards on the 2-quart, 4-quart and 12-quart baskets | 4. Agricultural Marketing Act |
| ___ e. Established in 1933 for the purpose of organizing criterion for a fair price for agricultural products | 5. Grain Standards Act |
| ___ f. Established in 1906, expanded in 1938; designed to prevent shipment of adulterated or misbranded food and drugs | 6. Standard Containers Act |

19. Distinguish between two types of elevators.

- | | |
|--|-------------|
| ___ a. Independent--Operated and controlled by individuals within the community | 1. Terminal |
| ___ b. Cooperative--Operated cooperatively by farmers of the area | 2. County |
| ___ c. Line--Operated and owned from a central headquarters or chain | |
| ___ d. Operated by grain dealers or merchants who buy grain for storage and later sell to millers and processors or export | |

20. Solve problems on hedging using the cash and futures market.

(NOTE: If this activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

MARKETING AGRICULTURAL PRODUCTS
UNIT I

ANSWERS TO TEST

1.
 - a. 16
 - b. 3
 - c. 4
 - d. 1
 - e. 10
 - f. 6
 - g. 13
 - h. 12
 - i. 11
 - j. 9
 - k. 14
 - l. 2
 - m. 8
 - n. 5
 - o. 15
 - p. 7
2. b, c, e, f
3.
 - a. Prices at harvest time
 - b. Futures
 - c. Carry-over
 - d. Projected national yield
 - e. Potential export
 - f. Cost of storage
 - g. Financial status of producer
 - h. Storage facilities
 - i. Weather conditions
 - j. Governmental policies
 - k. Transportation
 - l. Types of products (perishable or non-perishable)

4.
 - a. Population increase or decrease
 - b. Difference in income and purchasing powers
 - c. Changes in tastes and preferences of consumers
 - d. Cost of product
 - e. Expectations of buyer
5.
 - a, c, d, e
6.
 - a. 3
 - b. 1
 - c. 2
7. Terminal market
Auction
Local daily market
Direct marketing or sales
8.
 - a, c, d, f
9.
 - a, c, d, e
10.
 - a. Fluid or market milk for fresh milk and cream consumption
 - b. Manufactured milk for the production of butter, cheese, condensed milk and other dairy products
12.
 - a. Test weight
 - b. Soundness of kernels
 - c. Cleanliness
 - d. Purity of type
 - e. Moisture content
 - f. Condition of grain
13.
 - a. Maturity
 - b. Marbling
 - c. Texture
 - d. Firmness
 - e. Color

14.
 - a. Firmness
 - b. Color
 - c. Actual back fat
 - d. Marbling
15.
 - a. 4
 - b. 6
 - c. 8
 - d. 1
 - e. 7
 - f. 2
 - g. 3
 - h. 5
16.
 - a. 2 and 3
 - b. 2
 - c. 2 and 3
 - d. 1
 - e. 3
17. Discussion should include:
 - a. Price crop any time prior to harvest
 - b. Set price of product without taking immediate delivery
 - c. Fix price of grain in storage for deferred delivery
 - d. Speculation purposes
18.
 - a. 4
 - b. 5
 - c. 1
 - d. 6
 - e. 3

- 19. a. 2
- b. 2
- c. 2
- d. 1
- 20. Evaluated to the satisfaction of the instructor.

- 14.
 - a. Firmness
 - b. Color
 - c. Actual back fat
 - d. Marbling
- 15.
 - a. 4
 - b. 6
 - c. 8
 - d. 1
 - e. 7
 - f. 2
 - g. 3
 - h. 5
- 16.
 - a. 2 and 3
 - b. 2
 - c. 2 and 3
 - d. 1
 - e. 3
- 17. Discussion should include:
 - a. Price drop any time prior to harvest
 - b. Set price of product without taking immediate delivery
 - c. Fix price of grain in storage for deferred delivery
 - d. Speculation purposes
- 18.
 - a. 4
 - b. 5
 - c. 1
 - d. 6
 - e. 3

28-E

19. a. 2

b. 2

c. 2

d. 1

20. Evaluated to the satisfaction of the instructor.

AGRIBUSINESS MACHINES UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to identify parts of a cash register, ten-key adding machine and calculator; discuss the procedure for checking daily cash balance and demonstrate the ability to solve problems with a calculator; use a cash register and ten-key adding listing machine. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Identify parts of the cash register.
2. Identify parts of the ten-key adding machine.
3. Identify parts of a calculator.
4. Discuss the importance of checking the daily cash balance.
5. Discuss the procedure for checking daily cash balance.
6. Demonstrate the ability to:
 - a. Solve problems using a calculator.
 - b. Use a cash register.
 - c. Use a ten-key adding listing machine.
 - d. Add with ten-key adding listing machine.
 - e. Subtract with ten-key adding listing machine.
 - f. Use non-add key with ten-key adding listing machine.
 - g. Use repeat key with ten-key adding listing machine.
 - h. Use sub-total key on ten-key adding listing machine.

AGRIBUSINESS MACHINES
UNIT I

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide student with objective sheet
- B. Provide student with information, assignment and job sheets
- C. Discuss unit and specific objectives
- D. Discuss information and assignment sheets
- E. Make transparencies
- F. Have class spend a week with the school's business instructor in the use of machines
- G. Demonstrate and discuss the procedures outlined on the job sheets
- H. Give test

II. Student

- A. Read objectives
- B. Study information sheet
- C. Complete assignment sheet
- D. Demonstrate the ability to perform the procedures outlined on the job sheets
- E. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit

- A. Objectives
- B. Information sheet

C. Transparency masters

1. TM 1--Cash Register - Identification
2. TM 2--Ten-Key Adding Machine - Identification
3. TM 3--Calculator - Identification

D. Assignment Sheet #1--Calculator Sample Problems

E. Job sheets

1. Job Sheet #1--Use Ten-Key Adding Listing Machine
2. Job Sheet #2--Add With Ten-Key Adding Listing Machine
3. Job Sheet #3--Subtract With Ten-Key Adding Listing Machine
4. Job Sheet #4--Use Non-Add Key With Ten-Key Adding Listing Machine
5. Job Sheet #5--Use Repeat Key With Ten-Key Adding Listing Machine
6. Job Sheet #6--Use Sub-Total Key With Ten-Key Adding Listing Machine

F. Test

G. Answers to test

II. References

- A. *Business Procedures and Records*. Agricultural Education Service, Ohio State University, 1971.
- B. Microelectronic Product Division, Rockwell International, Anaheim, California 92803.
- C. Cornelia, W. J., W. R. Pasewark and P. L. Agnew. *Office Machine Course*, Fourth Edition. Southwestern Publishing Co., Cincinnati, Ohio, 1961.
- D. Texas Instruments Calculator Products Division, Dallas, Texas, 1976.

AGRIBUSINESS MACHINES UNIT I

INFORMATION SHEET

- I. Parts of the cash register (Transparency 1)
 - A. Department keys
 - B. Sales journal
 - C. Control keys
 - D. Amount keyboard
 - E. Receipt
 - F. Control lock slide
 - G. Display area
 - H. Indication rows
 - I. Amount indicators
 - J. Key release lever
 - K. Register lock
 - L. Motor bar
 - M. Hand crank opening
 - N. Activity counters
 - O. Cash drawer
- II. Ten key adding machine (Transparency 2)
 - A. Correction (Clear) key or lever
 - B. Non-add key
 - C. Plus (Motor) bar
 - D. Repeat key or lever
 - E. Subtotal key
 - F. Subtraction (Minus) key, bar or lever
 - G. Total key

INFORMATION SHEET

III. Parts of a calculator with memory (Transparency 3)

A. Switches--On and off switch located on the left side turns calculator on and off

B. Keys

1. [0] - [9] keys--Enters numbers (limit 8 digits)

2. [.] key--Enters a decimal point

(NOTE: Only the first decimal entry is observed.)

3. [+] key--Instructs calculator to add the previous number or result to the following number

(NOTE: Repeated depressions continue to add the last number entered to the result.)

4. [-] key--Instructs calculator to subtract the following number from the previous number or result

(NOTE: Assigns a negative sign to the following number when used after a [x] or [÷] key
Repeated depressions continue to subtract the last number entered from the result.)

5. [x] key--Instructs calculator to multiply the previous number or result by the following number

6. [÷] key--Instructs calculator to divide the previous number or result by the following number

7. [=] key--Instructs calculator to complete the previously entered operations to provide the desired calculation result

8. [C] key--Clears (erases) information in calculator and display and set calculator to zero for start of new problem

9. [CE] key--Clears the calculator and display of the last keyboard entry unless a function ([+], [-], [x], [÷], [%]) key has been pressed

10. [%] key--Used to find percentages of numbers

(NOTE: When used with the [x] or [+] keys, the [%] key computes add-on percentages, such as taxes and totals. With the [-] key, the [%] key computes discounts and totals.)

INFORMATION SHEET

(NOTE: When the [%] key is used in division, results are expressed as percentage. For example, the key sequence 125 [=] 500 [%] gives 25% as the answer. The display will indicate 25. as the answer.)

11. [M+] key--Adds displayed number to memory
12. [M-] key--Subtracts displayed number from memory
13. [MR] key--Recalls number in memory to display
14. [MC] key--Clears only the memory

(NOTE: Memory functions--add to, subtract from, or clear the memory without affecting the displayed number or calculation in progress.)

C. Display

1. Power on Indication--The presence of digits in the display is indication that power is on
2. Minus sign--Appears at the left of displayed number to indicate negative numbers
3. Decimal point--Automatically appears to the right of any number entered unless positioned in another sequence by use of [.] key

(NOTE: A zero will precede the decimal for decimal numbers.)

4. Calculation overflow indication--When a calculated result is more than eight digits, the sign|_ will appear at the left of the display and the calculator will not accept any key instructions except the [C] or [CE] key

(NOTE: To determine the correct placement of the decimal, move the decimal point 8 places to the right. Pressing the [C] key will clear the number and the overflow condition from the calculator. Pressing the [CE] key will clear only.)

INFORMATION SHEET

5. Decimal alignment--In addition or subtraction problems the calculator will display in a result as many decimal places as are contained in the entry with the most decimal places.
6. Automatic constant--Addition, subtraction, multiplication or division with a constant number is automatic.
(NOTE: The first number entered in multiplication will be constant. The second number entered in the other three functions will be constant.)

7. Decimal alignment--In addition or subtraction problems, the calculator will display as many decimal places in a result as are contained in the entry with the most decimal places.

Example: The result of the problem $1.273 - .203$ is displayed as 1.070 instead of 1.07. This decimal alignment is maintained in addition and subtraction results until [C] is used or a number with more decimal places is entered.

8. Change sign--The [CS] key changes the sign of the displayed number.
(NOTE: Convenient for entering negative numbers.)
9. Decimal point location--Automatically appears to the right of any number entered unless the [.] key is used.
(NOTE: The calculator automatically positions the decimal to display the most significant digits of the result.)
10. Calculation overflow--A flashing display indicates that the result is more than eight digits to the left of the decimal.
(NOTE: The calculator will not except [CE] or [C]. Press [CE]* to clear only the overflow condition. The displayed number will remain with the decimal shifted eight places to the left of its original position. To determine the correct placement of the decimal, mentally move it eight places to the right. Press [C]* to clear all numbers and the overflow condition from the calculator.)

INFORMATION SHEET

11. Memory overflow--The display flashes when the memory total exceeds eight digits, and the calculator will not accept further entries. Press [C]* twice to clear calculator. Press [MC]* [CE]* to clear memory but retain the displayed number

*Hold key down momentarily.

IV. Importance of checking daily cash balance

- A. Check on money that might be lost or misplaced
- B. Check on mistakes that might be made in making change or writing sales slips

(NOTE: This is one reason for always writing the amount of a check given in payment on the sales ticket so that the figures for change can be checked.)

- C. Check on money that might be taken from the cash drawer and not accounted for

V. Procedure for checking daily cash balance

- A. Count cash and checks on hand at the beginning of the day
- B. Add all cash and checks taken in during the day
- C. Subtract any money taken out during the day
 - 1. Any cash paid out to freight or similar expenses
 - 2. Bank deposits
- D. This equals the new cash balance

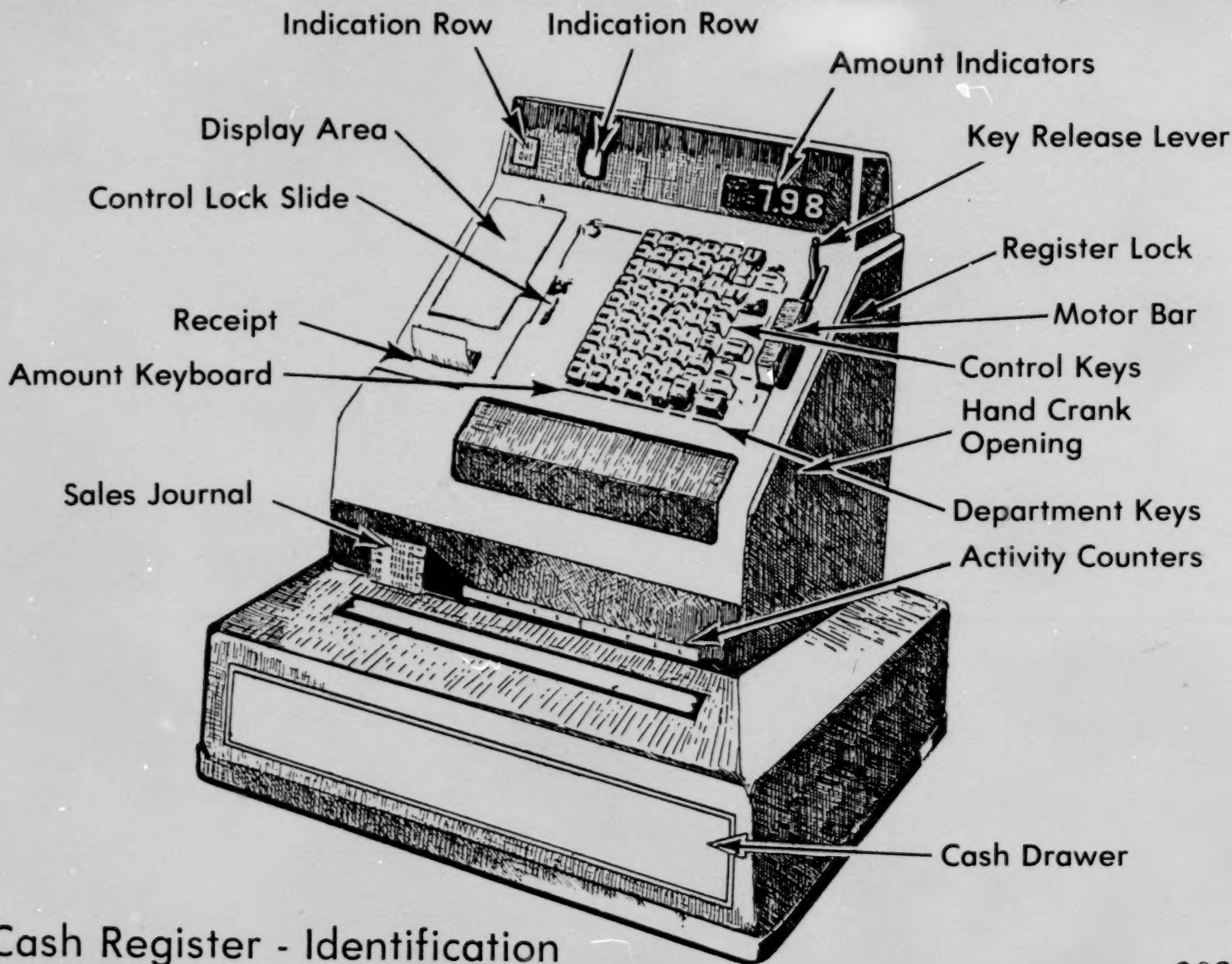
Example: \$ 136.30 cash and checks on hand at the beginning of the day

1258.70 cash and checks taken in during the day (for cash sales and payments on account)

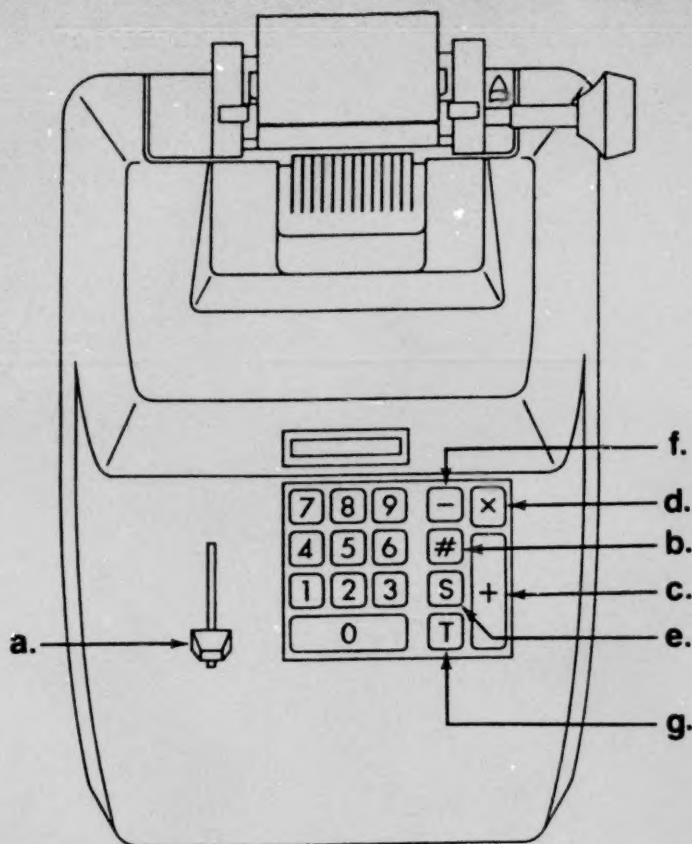
5.00 cash paid out for freight charges

1250.00 bank deposit

240.00 cash balance at the end of the day

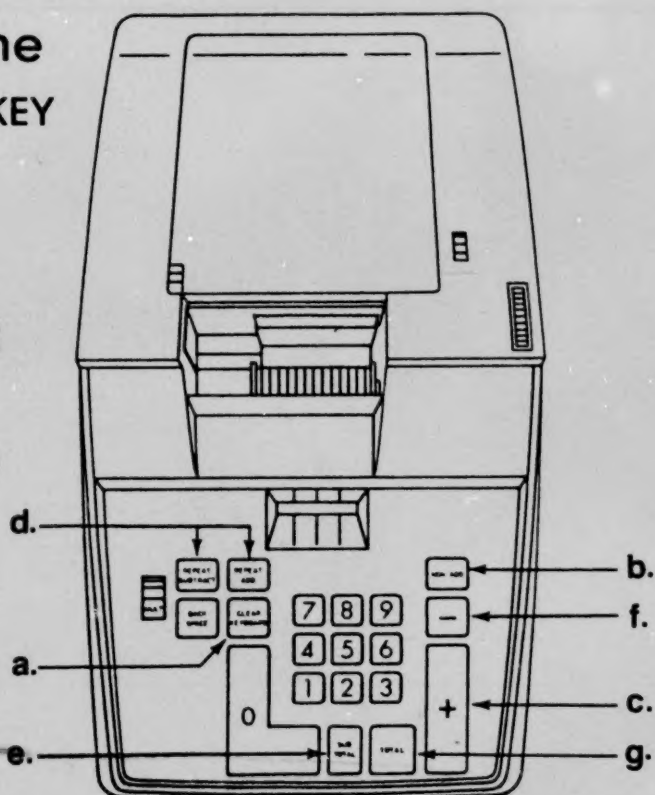


Cash Register - Identification

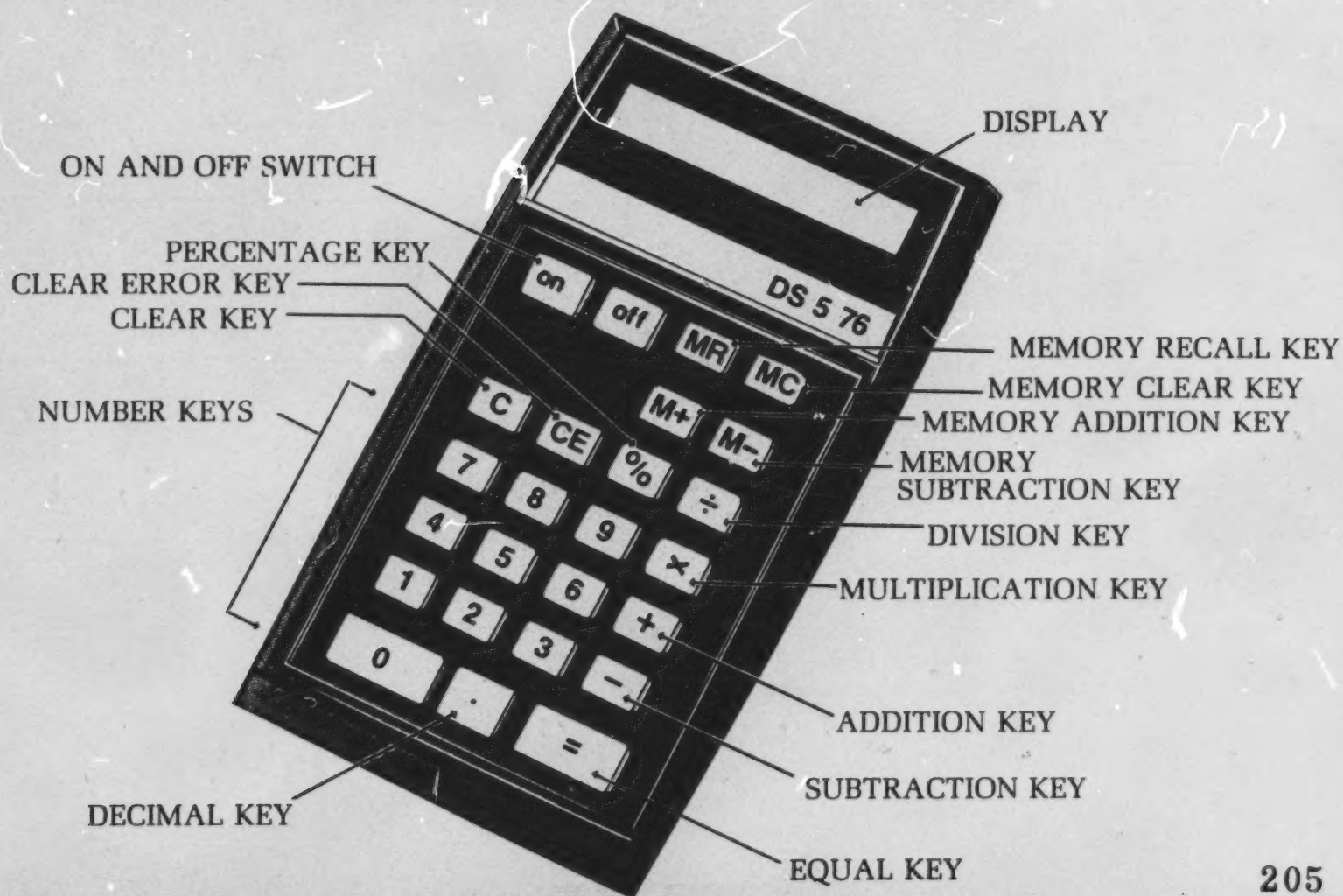


Ten-Key Adding Machine

- A. CORRECTION (clear) KEY OR LEVER
- B. NON-ADD KEY
- C. PLUS (motor) BAR
- D. REPEAT KEY OR LEVER
- E. SUBTOTAL KEY
- F. SUBTRACTION (minus) KEY, BAR, OR LEVER
- G. TOTAL KEY



The Parts of a Calculator



AGRIBUSINESS MACHINES UNIT I

ASSIGNMENT SHEET #1--CALCULATOR SAMPLE PROBLEMS

1. Addition and subtraction

Example: $2 + 3 + 3 + 3 = 11$

Enter	Press	Display
	[C]	
2	[+]	2.
3	[+]	5.
	[+]	8.
	[=]	11.

Example: $21 - 4 - 4 - 4 - 4 = 5$

Enter	Press	Display
21	[-]	21.
4	[-]	17.
4	[-]	13.
4	[-]	9.
4	[=]	5.

2. Multiplication and division

Example: $27.2 \times 18 = 489.6$

Enter	Press	Display
27.2	[x]	27.2
18	[=]	489.6

Example: $12 \div 5.2 = 2.3076923$

Enter	Press	Display
12	[÷]	12.
5.2	[=]	2.3076923

Example: 6% of \$1,250.00 = \$75.00

Enter	Press	Display
1250	[x]	1250.
6	[=]	75.

ASSIGNMENT SHEET #1

Example: \$65.00 plus 3% tax

Enter	Press	Display	Remarks
65	[+]	65.	
5	[%]	3.25	Amount of tax
	[=]	68.25	Total

Example: \$125.00 less 10% discount plus 4% tax

Enter	Press	Display	Remarks
125	[-]	125.	
10	[%]	-12.50	Amount of discount
	[=] [+]	112.5	Discount price
4	[%]	4.5	Amount of tax
	[=]	117.0	Total

3. Multiplication and division by a constant

Example: $4 \times 5 = 20$, $4 \times 6 = 24$, $4 \times 7 = 28$

Enter	Press	Display
4	[x]	4.
5	[=]	20.
6	[=]	24.
7	[=]	28.

Example $12 \div 2 = 6$, $20 \div 2 = 10$, $44 \div 2 = 22$

Enter	Press	Display
12	[+]	12.
2	[=]	6.
20	[=]	10.
44	[=]	22.

4. Addition and subtraction of a constant

Example: $3 + 5 = 8$, $9 + 5 = 14$, $91 - 5 = 86$

Enter	Press	Display
	[C]	
3	[+]	3.
5	[=]	8.
9	[=]	14.
91	[=]	96.

ASSIGNMENT SHEET #1

Example: $8 - 6 = 2$, $25 - 6 = 19$, $3 - 6 = -3$

Enter	Press	Display
8	[-]	8.
6	[=]	2.
25	[=]	19.
3	[=]	-3.

5. A 4 lb. box of laundry detergent sells for \$1.76, while a 2 1/2 lb box sells for \$1.20. Which is the better buy?

The price per pound for the 4 lb. box = $\frac{\$1.76}{4} = \$.44$

Enter	Press	Display
1.76	[÷]	1.76
4	[=]	.44

The price per pound for the 2 1/2 lb. box = $\frac{\$1.20}{2.5} = \$.48$

Enter	Press	Display
1.2	[÷]	1.2
2.5	[=]	0.48

The 4 lb. box is cheaper by 4 cents a pound.

The important thing to remember is to find the price per unit of measure and to compare these prices. For example, if the smaller box contains 2 lbs. 10 oz. instead of 2 1/2 lbs., you must figure the price per ounce and compare these prices on a per ounce basis. The larger box contains 4 lbs. and there are 16 ounces to a pound so the larger box contains $4 \times 16 = 64$ ounces. Similarly, the smaller box contains $2 \times 16 = 32$ ounces plus 10 ounces = 42 ounces.

The price per ounce for the larger box is then:

$$\frac{\$1.76}{64} = \$ 0.0275 \text{ or } 2.75 \text{ cents/ounce}$$

Enter	Press	Display
1.76	[÷]	1.76
64	[=]	0.0275

ASSIGNMENT SHEET #1

The price per ounce for the smaller box is:

$$\frac{\$1.20}{42} = \$ 0.0285714 \text{ or } 2.857 \text{ cents/ounce}$$

Enter	Press	Display
1.2	[+]	1.2
42	[=]	0.0285714

6. Balancing the checking account

The bank statement says your beginning balance was \$58.63 and your final balance was \$17.33. One check for \$8.28 is still out and one deposit for \$55.00 is not shown on the statement. What should your checkbook balance be?

Enter	Press	Display	Remarks
	[C]		
17.33	[+]	17.33	Enter final balance
55.	[-]	72.33	Add deposit not shown and subtract check not cleared
8.28	[=]	64.05	Answer should agree with checkbook

7. Figuring miles per gallon

Figuring miles per gallon is easy. When filling up with gas, write down the mileage. The next time you need gas, fill the car up again and write down the mileage and the amount of gasoline.

For example, if the mileage on the car is 22,532 the first fillup and is 22,689 the second fillup, and 11.2 gallons of gas are put in, the miles per gallon are figured as follows:

Enter	Press	Display	Remarks
	[C]		
22689	[-]	22689.	Enter 2nd fillup mileage
22532	[+]	157.	Subtract 1st fillup mileage
11.2	[=]	14.017857	Divide by gallons to find miles per gallon

ASSIGNMENT SHEET #1

8. Squaring of a number (multiplying a number by itself) can be found by pressing the [=] key after the [x] key.

Example: $25^2 = 625$

Enter	Press	Display
25	[x][=]	625.

9. Finding reciprocals

The reciprocal of a number (the result of dividing the number into one) is easily found.

Example: $\frac{1}{5 \div 3} = 0.125$

Enter	Press	Display
5	[C]	5.
3	[+]	8.
	[÷]	1.
	[=]	0.125

Example: $1/16 = 0.0625$

Enter	Press	Display
16	[+][=][=]	0.0625

10. Square roots

To find the square root of a given number (that is, the number which multiplied by itself equals the given number). The square root is calculated using a repetitive process.

$$\sqrt{N} = 1/2 \left(\frac{N}{A_1} + A_1 \right) \approx A_2 \approx 1/2 \left(\frac{N}{A_2} + A_2 \right) = A_3$$

where A_1 is an initial approximation, A_2 is the calculated second approximation, and A_3 is the answer.

Example: $\sqrt{26} = 5.099$

ASSIGNMENT SHEET #1

Choose 5 as an initial approximation since $\sqrt{25} = 5$

Enter	Press	Display	Remarks
26	[+]	26.	
5	[+]	5.2	
5	[+]	10.2	
2	[=]	5.1	In approximate
26	[+]	26.	
5.1	[+]	5.0980392	
5.1	[+]	10.198039	Re-enter 2nd approximation
2	[=]	5.0990195	Answer
	[x][=]	25.9999	Square answer to check

11. Calculation with positive and negative numbers when performing multiplication or division, a negative value is assigned to a number by pressing the [-] key before entering the number.

Example: $(\frac{-125}{5} + 3) \times (-4) = 88$

Enter	Press	Display
	[C][-]	
125	[+]	-125.
5	[+]	-25.
3	[x][-]	-0.
4	[=]	88.

(NOTE: When the first number of a calculation is a negative number, the previous problem must be cleared manually by pressing the [C] key (the [-] is a function key and will not automatically clear the calculator.)

12. Performing mixed calculations

Mixed calculations--combinations of add [+], subtract [-], multiply [x] and divide [$\div$] very easily. Just press the keys in the same order as the problem is written

Example: $12 \times 13 \div 14 + 15 - 16 = 10.142857$

Enter	Press	Display
12	[x]	12.
13	[+]	156.
14	[+]	11.142857
15	[-]	26.142857
16	[=]	10.142857

ASSIGNMENT SHEET #1

13. Using the percentage key

To find percentages. The following examples show how.

Example: $(4 \times 7.3) \div 2 = 14.6$

Enter	Press	Display
4	[x]	4.
7.3	[÷]	29.2
2	[=]	14.6

14. Using the [CE] key

When an incorrect number is entered in calculation, the [CE] (clear entry) key is used to clear the display so the correct number can be entered and the calculation continued.

Example: $5 + 3 = 8$

Enter	Press	Display	Remarks
5	[C]	5.	
4	[+]	4.	4 pressed incorrectly
	[CE]	0.	Clear entry
3	[=]	8.	Enter correct number and complete calculation

AGRIBUSINESS MACHINES
UNIT I

JOB SHEET #1--USE TEN-KEY ADDING LISTING MACHINE

I. Equipment needed--Ten-key adding listing machine

II. Procedure

- A. Read each job thoroughly before beginning problems
- B. Sit erect and relax
- C. Place both feet flat on the floor
- D. Put thumb on the zero bar
- E. Put first, second and third fingers on the middle bank of keys--the keys 4, 5 and 6

(NOTE: This is the home-key position from which you reach out to all the keys on the keyboard.)

- F. Move your fingers up to the top bank of keys--the keys for 7, 8 and 9

- G. Bring your fingers back to the middle bank

(NOTE: Notice that the home keys, 4, 5 and 6, are deeper than those of the upper bank.)

- H. Reach down to the lower bank of keys--the keys for 1, 2 and 3

(NOTE: Notice that these are not so deep as the home keys.)

- I. Practice reaching up to 7 and down to 1 from the home key, 4, with your index finger

(NOTE: Your fingers should be curved slightly and you should guide your first finger to the center of the keys for 7, 4 and 1.)

- J. Practice reaching up to 8 from the home key, 5, and down to 2 with your second finger (the middle finger)

- K. Practice the third finger (the ring finger), reaching from the home key, 6, up to 9 and down to 3

JOB SHEET #1

- L. Practice until you can reach for the figures 1 through 9 without looking at your fingers
- M. Practice depressing the zero bar or keys, using the thumb
- N. Strike the keys firmly in the center and release them quickly

(NOTE: You can strike only one key at a time; therefore, be sure to release quickly so that the next key can be depressed. If you happen to depress the wrong key and discover your error before depressing the plus (+) bar, use the error key, bar or lever to eliminate the whole number from the machine. The error or correction keys are located at the left or below the keyboard.)

AGRIBUSINESS MACHINES
UNIT I

JOB SHEET #2--ADD WITH TEN-KEY ADDING LISTING MACHINE

- I. Equipment needed--Ten-key adding listing machine
- II. Procedure
 - A. Clear the machine
 - B. Keep your eyes on the figures of the problem rather than the keyboard
(NOTE: This is using the touch method.)
 - C. Depress the appropriate keys for the first number
 - D. Depress the plus (+) bar
 - E. Depress keys for the second number
 - F. Depress total key

III. Sample addition problems

A.
$$\begin{array}{r} 123.00 \\ 406.00 \\ \hline 529.00 \end{array}$$

B.
$$\begin{array}{r} 32.11 \\ 66.22 \\ 95.33 \\ \hline 193.66 \end{array}$$

C.
$$\begin{array}{r} 6,789.00 \\ 3,762.13 \\ 37.44 \\ 563.07 \\ \hline 11,151.64 \end{array}$$

AGRIBUSINESS MACHINES UNIT I

JOB SHEET #3--SUBTRACT WITH TEN-KEY ADDING LISTING MACHINE

I. Equipment needed--Ten-key adding listing machine

II. Procedure

- A. Clear the machine
- B. Keep your eyes on the figures of the problem rather than on the keyboard
- C. Depress by touch the minuend (top number)
- D. Depress the plus (+) bar
- E. Enter the subtrahend (bottom number)
- F. Depress the subtraction key

(NOTE: On some machines you may have to operate the plus (+) bar after depressing the subtraction (-) key.)

G. Depress total key

III. Sample subtraction problems

A.
$$\begin{array}{r} 36.86 \\ 17.32 \\ \hline 19.54 \end{array}$$

B.
$$\begin{array}{r} 6893.98 \\ 468.66 \\ \hline 6425.32 \end{array}$$

C.
$$\begin{array}{r} 86,357.73 \\ 9,432.51 \\ \hline 76,925.22 \end{array}$$

AGRIBUSINESS MACHINES UNIT I

JOB SHEET #4--USE NON-ADD KEY WITH TEN-KEY ADDING LISTING MACHINE

I. Equipment needed--Ten-key adding listing machine

II. Procedure

(NOTE: The non-add key is used when a number must be recorded but not added. For example, column numbers.)

- A. Clear the machine
- B. Number each problem
- C. Depress keys for the number
- D. Depress the non-add key
- E. Index and list amount in the problem

III. Sample problems

A. 26.00
 33.23
 47.44
 106.67

B. 103.97
 87.22
 615.66
 806.85

C. 7.78
 5.37
 16.15
 29.30

AGRIBUSINESS MACHINES UNIT I

JOB SHEET #5--USE REPEAT KEY WITH TEN-KEY ADDING LISTING MACHINE

I. Equipment needed--Ten-key adding listing machine

II. Procedure

- A. Clear the machine
- B. Depress first number
- C. Depress the repeat key and push upward to lock
- D. Depress add-total bar as needed
- E. Release repeat key by pushing downward
- F. Depress clear key to erase the keyboard
- G. Depress add-total bar for the total

III. Sample problems

A. 34.87
 34.87
 34.87
 34.87
 34.87
 34.87
 34.87
 209.22

B. 26.53
 26.53
 26.53
 9.64
 9.64
 158.91
 257.78

C. 721.98
 5.64
 5.64
 5.64
 29.83
 148.65
 917.38

AGRIBUSINESS MACHINES UNIT I

JOB SHEET #6--USE SUB-TOTAL KEY ON TEN-KEY ADDING LISTING MACHINE

I. Equipment needed--Ten-key adding listing machine

II. Procedure

A. Clear the machine

B. Depress and print figures

C. Depress the sub-total key

D. List the remaining figures

E. Depress add-total bar to get a final total of the problem

III. Sample problems

A. 4.09

16.35
11.66
2.01
34.11 S
14.27
5.30
27.74
174.63
4.15
260.20 T

B. 14.14

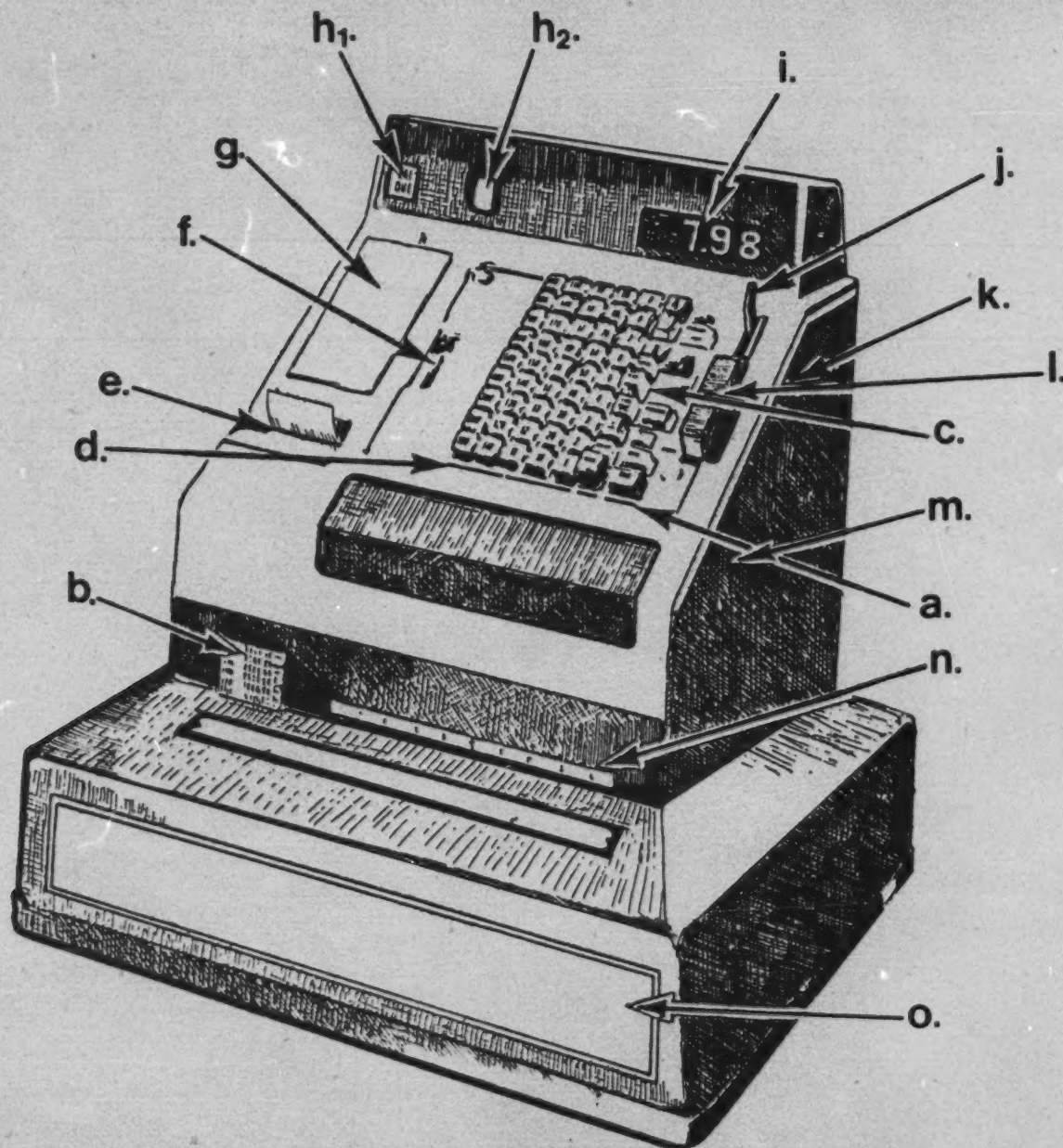
6.09
5.31
116.27
8.54
11.94
162.29 S
15.48
8.61
186.38 T

C. 21.03

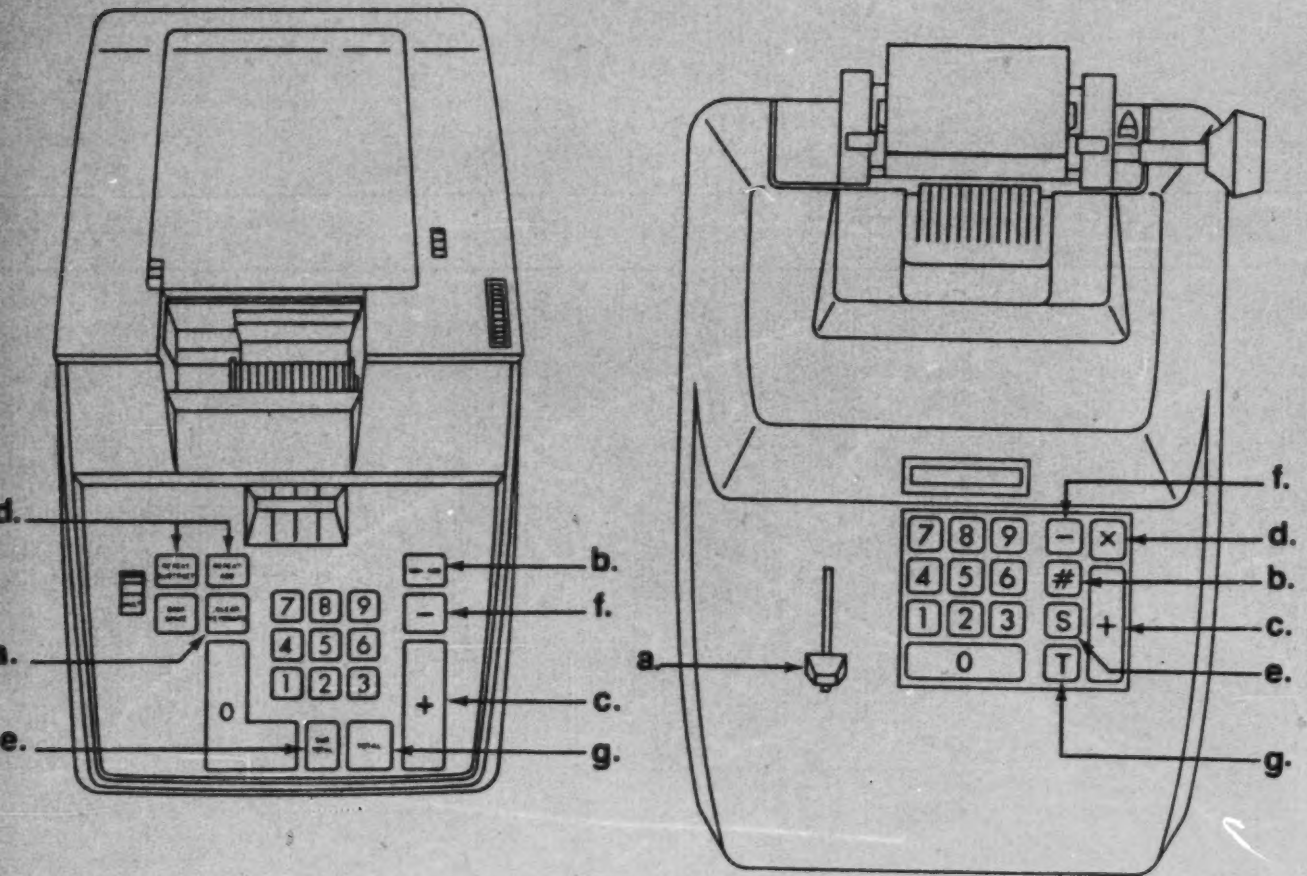
163.15
14.59
6.05
204.82 S
.56
40.53
106.33
352.24 T

OFFICE MACHINES
UNIT VII
TEST

1. Identify the parts of the cash register.

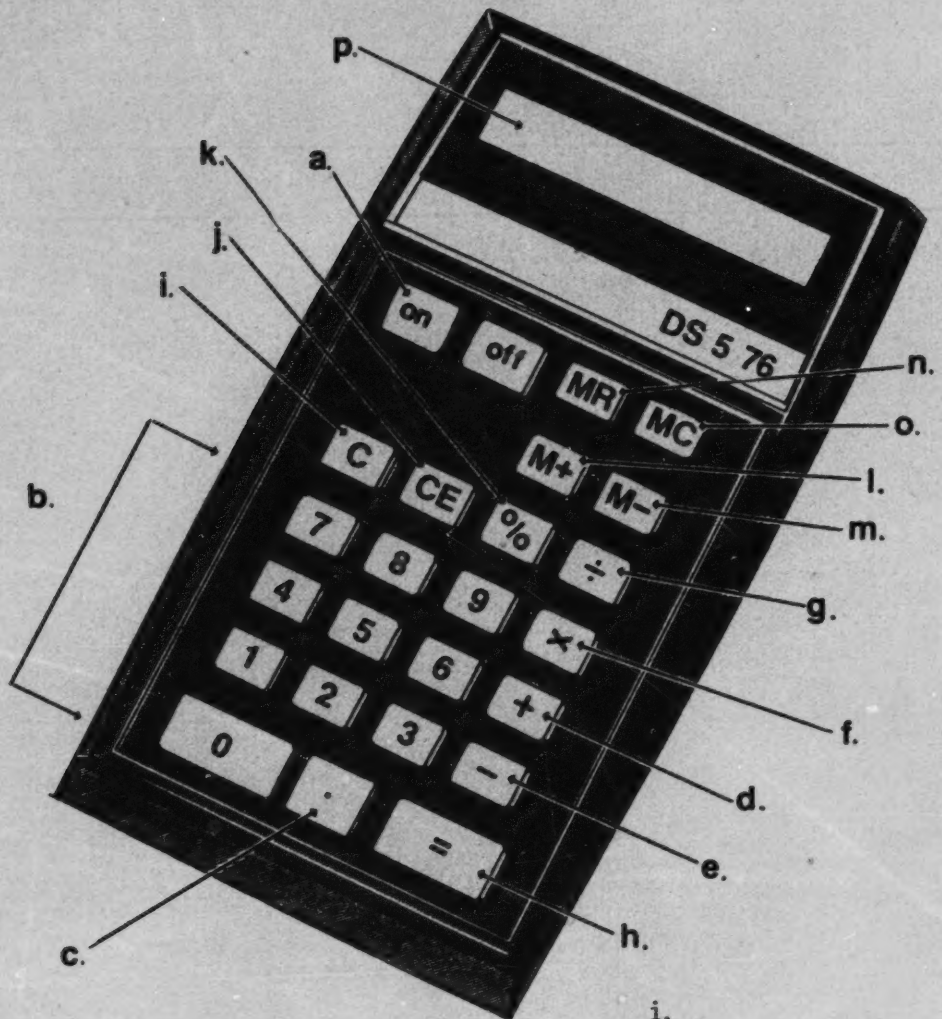


2. Identify the parts of the ten-key adding machine.



- a.
- b.
- c.
- d.
- e.
- f.
- g.

3. Identify the parts of a calculator.



a.
b.
c.
d.
e.
f.
g.
h.

i.
j.
k.
l.
m.
n.
o.
p.

4. Discuss the importance of checking the daily cash balance.

5. Discuss the procedure for checking daily cash balance.

6. Demonstrate the ability to:

- a. Solve problems using a calculator.
- b. Use a cash register.
- c. Use a ten-key adding listing machine.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

AGRIBUSINESS MACHINES UNIT I

ANSWERS TO TEST

1.
 - a. Department keys
 - b. Sales journal
 - c. Control key
 - d. Amount keyboard
 - e. Receipt
 - f. Control lock slide
 - g. Display area
 - h. 1) Indication row
2) Indication row
 - i. Amount indicators
 - j. Key release lever
 - k. Register lock
 - l. Motor bar
 - m. Hand crank opening
 - n. Activity counters
 - o. Cash drawer
2.
 - a. Correction (clear) key or lever
 - b. Non-add key
 - c. Plus (motor) bar
 - d. Repeat key or lever
 - e. Subtotal key
 - f. Subtraction (minus) key, bar or lever
 - g. Total key

3.
 - a. On and off switch
 - b. Number keys
 - c. Decimal key
 - d. Addition key
 - e. Subtraction key
 - f. Multiplication key
 - g. Division key
 - h. Equal key
 - i. Clear key
 - j. Clear error key
 - k. Percentage key
 - l. Memory addition key
 - m. Memory subtraction key
 - n. Memory recall key
 - o. Memory clear key
 - p. Display
4. Discussion should include:
 - a. Check on money that might be lost or misplaced
 - b. Check on mistakes that might be made in making change or writing sales slips
 - c. Check on money that might be taken from the cash drawer and not accounted for
5. Discussion should include:
 - a. Count cash and checks on hand at the beginning of the day
 - b. Add all cash and checks taken in during the day
 - c. Subtract any money taken out during the day
 1. Any money paid out to freight or similar expenses
 2. Bank deposits
 - d. This equals the new cash balance

6.
 - a. Evaluated to the satisfaction of the instructor.
 - b. Evaluated to the satisfaction of the instructor.
 - c. Evaluated to the satisfaction of the instructor.

SALES PROCEDURES AND RECORDS UNIT II

UNIT OBJECTIVE

After completion of this unit, the student should be able to match the terms for sales procedures and records to their definitions, describe why sales tickets are important, distinguish between customer and sales managers sales receipt information, make change, properly cash a check and prepare a sales ticket. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms to the definitions of sales procedures and records.
2. Discuss the importance of the sales ticket.
3. Distinguish between customers and sales managers sales receipt information.
4. List three jobs that are essential to maintain control of the recording process each day.
5. Describe how you make change.
6. Describe how you properly cash a check.
7. Select from a list how to handle a sales ticket after the transaction.
8. Describe how to properly fill out a credit card sales draft
9. Describe when to fill out returns and exchanges for credit cards.
10. Describe how to fill out telephone and mail order credit card sales drafts.

11. List when to obtain sales authorization for credit cards.
12. Describe how to obtain authorization.
13. Describe how to deposit credit card sales drafts.
14. Demonstrate how to prepare a sales ticket.
15. Demonstrate how to prepare a sales ticket using discounts.

SALES PROCEDURES AND RECORDS
UNIT II

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide student with objective sheet
- B. Provide student with information and assignment sheets
- C. Discuss unit and specific objectives
- D. Discuss information and assignment sheets
- E. Give test

II. Student

- A. Read objective sheet
- B. Study information sheet
- C. Complete assignment sheets
- D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit

- A. Objectives
- B. Information sheet
- C. Transparency masters
 - 1. TM 1--Good Sales Ticket
 - 2. TM 2--Poor Sales Ticket
 - 3. TM 3--Sales Ticket With Discount

D. Assignment sheets

1. Assignment Sheet #1--Why Sales Tickets are Important
2. Assignment Sheet #2--Complete a Sales Ticket
3. Assignment Sheet #3--Prepare a Sales Ticket With Discounts

E. Answers to assignment sheets

F. Test

G. Answers to test

II. References

- A. *Business Procedures and Records*. Agricultural Education Services, Ohio State University, 1971.
- B. *Bank Americard Transactions*. Commerce Bank of Kansas City, Kansas City, MO, 1976.

SALES PROCEDURES AND RECORDS
UNIT II

INFORMATION SHEET

I. Terms and definitions

- A. Cash discount--Discount given for paying for merchandise in cash, usually no larger than two or three percent

(NOTE: This discount is figured after other discounts have been applied.)

- B. Quantity discount--Discount given for buying large volumes of merchandise

(NOTE: This discount is usually for feed, fertilizer or seed.)

- C. Bulk discount--Discount given for buying in bulk

- D. Early season discount--Discount for buying merchandise before season

II. Importance of the sales ticket

- A. Permanent record of each transaction
B. First record of the sale of merchandise from the company
C. Heart of the accounting or bookkeeping system
D. Record of the customers' expenses for the year

III. Sales receipt information

- A. Store manager

1. Amount of sale

(NOTE: The total of the receipts is used to make a daily cash balance.)

2. Amount of merchandise sold

(NOTE: This is used for inventory records.)

3. Amount of sales tax collected

(NOTE: This is used for sales tax reports.)

INFORMATION SHEET

4. Information needed to charge purchases to customers' accounts

(NOTE: This is the beginning of the bookkeeping system.)

5. Permanent record of sales

(NOTE: A copy of all tickets are filed.)

B. Customer

1. A record of his expenses during the year

(NOTE: These need to be kept for income tax purposes.)

2. Record in cases of disputed accounts

(NOTE: These slips will show all purchases and payments.)

3. Record in case of need to return merchandise

IV. Jobs that maintain control of the recording process each day

- A. Total sales tickets for each day
- B. Subtotal in ledger each day
- C. Change the balances of customers' accounts receivable

V. Correct way to make change

- A. State the amount given to you by the customer and the amount of the sale

Example: That is \$5.85 out of \$10.00

- B. Place the amount received on the cash register

- C. Properly ring up the sale

- D. Starting with the amount of the sale, add up the change to the amount received from the customer

(NOTE: Use the least amount of coins and bills possible.)

- E. Give receipt to customer and add back change to customer

Example: Item is \$5.85 your change is \$4.15

INFORMATION SHEET

- F. Place money received into the proper place in the register drawer

VI. Proper way to cash a check

- A. Check the date
- B. Check the amount in figures with the written amount
- C. Inspect the signature of the person who signed the check
- D. Check to whom the check is made payable
- E. If the check is not personalized, secure the address of the person cashing the check
- F. Ask the person writing the check for identification
- G. Call the manager if there is some question about the check or if store policy requires that the manager approve each check
- H. Initial the check
- I. If the check is for the full amount of the order and is approved, treat it as a cash sale
- J. Endorse the check immediately either by stamp or by placing it on the cash register printing table

VII. Handling of a sales ticket

(NOTE: The sales tickets are generally made in more than one copy. There is a purpose for each copy.)

- A. The original (first copy) is filed by the company as a permanent record of sales and all other transactions
- B. One carbon copy is the "customer copy" which he either receives when he makes the purchase or it is sent to him at the end of the month with a monthly statement
- C. One carbon copy may be a delivery copy to go along with the merchandise in case it is delivered
- D. One carbon copy may be filed as a patronage record for members of a cooperative company

VIII. Filling out a credit card sales draft

- A. Check charge card for valid expiration date

INFORMATION SHEET

- B. Compare card number with CURRENT WARNING CARDS
- C. Enter the date, description of merchandise or service, sales tax and total
- D. Enter authorization number
- E. Place card face up in imprinter
- F. Place sales draft face up in imprinter over card
- G. Imprint by firmly moving imprinter handle completely across sales draft and returning to original position
- H. Check for clear impression on last copies, then present sales draft to customer for signature
- I. Compare signature on sales draft with signature on credit card
- J. If any irregularities are present, call authorization center

IX. Filling out returns and exchanges for credit cards

- A. Return of merchandise for credit without exchange: prepare credit voucher for full amount of return, including tax

(NOTE: No cash refunds are permitted.)
- B. Even exchange of merchandise: there is no need to prepare a new sales draft
- C. Exchange of merchandise if the exchange is not even: prepare a credit/refund draft for the full amount

(NOTE: Then prepare a new sales draft for the entire amount of the new purchase. Be sure the customer receives a copy of both the credit/refund draft and the new sales draft.)

X. Filling out a telephone and mail order credit card sales draft

- A. Fill out sales draft same as without charge card, including cardholder account number and expiration date
- B. Initial and identify sale as (TO) telephone order or (MO) mail order on signature line

INFORMATION SHEET

- C. For all telephone and mail orders over \$50.00, follow normal authorization procedure
- D. Sales draft should be signed when merchandise is delivered if at all possible
- E. Customer must receive cardholder copy of sales draft

XI. Sales authorization for credit cards

- A. If the amount of sale is greater than your floor limit
- B. When a charge card number appears on a Hot Card
- C. On a no-card or no-imprint in-store transaction
- D. On all telephone and mail orders over \$50.00
- E. In the case of banks, on all cash advances
- F. When individual other than person whose signature appears on card is using the card

(NOTE: Authorization should be obtained whenever you are suspicious of the person presenting the card.)

XII. Credit card authorization

- A. Call the authorization center--the phone number is on the sticker on your telephone

(NOTE: Most card authorization centers provides 24-hour authorization service seven days a week.)

- B. Tell the authorization operator whether the transaction is a merchandise sale (or a cash advance - banks only), the cardholder account number, the last six digits of your merchant identification number and amount of the sale

- C. If approval is granted, the authorization operator will give you the authorization number

(NOTE: This MUST be written in the appropriate space on the sales draft.)

- D. If approval is not granted by the authorization center, do not complete the sale credit card transaction

INFORMATION SHEET

- E. If you are requested to honor an over-floor limit sale without authorization, you honor the sale at your own risk

(NOTE: If the sale is not authorized, cooperation will be extended by giving you information, if available, relative to the customer such as name and last known address.)

XIII. Depositing credit card sales drafts

(NOTE: When preparing your deposit, separate your sales and credits. Then count the sales drafts and run an adding machine tape on each group.)

- A. Imprint your merchant name and number on the merchant summary form using your merchant identification card in the imprinter
- B. Complete the merchant summary form using spaces provided
1. Total number of sales drafts
 2. Total dollar volume of sales drafts
 3. Total number of credit vouchers
 4. Total dollar volume of credit vouchers
 5. Gross deposit
 6. Signature
 7. Date

- C. Separate the merchant summary form copies

(NOTE: Place the second copy (the hard copy) of the summary form, the hard copies of the sales drafts and credit vouchers, and the adding machine tape in an envelope provided. Make sure the summary form can be read through the window in the envelope.)

- D. Staple the first copy of the summary form to the outside of the envelope and forward to your bank of deposit

(NOTE: See instructions on the envelope.)

- E. Retain third copy for your own records

INFORMATION SHEET

F. Seal envelope

G. Fill out your regular bank deposit slip, insuring the deposit agrees with the amount shown on the merchant summary form

H. Deliver the deposit to your bank in the usual manner

XIV. Prepare a sales ticket (Transparency 1, 2 and 3)

A. Mark the correct date

B. Write the customer's correct name and address

(NOTE: If partnership, it should be noted as such. The name and address becomes necessary if the purchase becomes a charge account.)

C. Give a complete description of each article sold

1. Quantity and unit should be thought of as one item

Example: 100 lbs., 10 gal.

2. The description should clearly designate the type of merchandise being sold and not merely be a commodity classification

Example: 100# calf manna, not 100# feed. This is necessary for checking price for inventory controls.

3. Show the price per unit on all merchandise

(NOTE: Some sales tickets will have a column heading marked "price." Bill all merchandise at the retail price. If the customer is entitled to a discount because of volume, damage, etc., this amount is then deducted from the rental price.)

4. Extensions must be mathematically accurate and legibly written

D. Make a subtotal of the extension

E. Calculate the sales tax on all taxable items, if any, and enter under the first total

F. Calculate any delivery, mixing, grinding or shelling charges and enter under the sales tax calculations

INFORMATION SHEET

- G. Add the extension column to obtain the grand total charges for the sale
- H. Check the block on the ticket to indicate the method of payment: cash, check, charge, returned or account
- I. If settlement is to be made by check in an amount different from the ticket total, it is well to note the amount of the check on the face of the sales ticket with the calculation of the charge to be given

(NOTE: A similar calculation is recommended when a large bill is given in payment.)
- J. Get the signature of the person receiving the merchandise if the settlement is to be other than cash
- K. When a customer pays on account, make out a sales ticket and mark what he is paying for

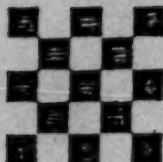
Example: Fertilizer, feed, balance on note, etc.

- L. In all cases, if an employee should ruin a ticket for any reasons, the word VOID should be written across the front of the ticket and the original placed with the other tickets

(NOTE: Sales tickets are numbered consecutively and each one must be accounted for at the end of the day's business.)

- M. Salesman initials the ticket in the appropriate block

GOOD SALES TICKET

**PIONEER SEEDS**

BOURN FEED & SUPPLY, INC.

Phone 474-4113



4011170 DR. S.E.

COLUMBIA, MISSOURI. 85201

Accounts Not Paid By 10th of The Month Following The Month of Purchase Will Be Subject To A Service Charge Computed At The Rate of 2% Per Month On The Unpaid Balance

CUSTOMER'S ORDER NO.		PHONE NO.		DATE		
394		495-2926		July 1 1975		
SOLD TO		Bob Blackstone				
ADDRESS		Route 7				
CITY		Columbia, Mo.				
SOLD BY	CASH	C.O.D.	CHARGE	DN ACCT.	MDSE. RETD.	
be.	✓					
QUANTITY	DESCRIPTION			PRICE	AMOUNT	
1	5	bales of Mexican twine			30.00	150.00
2		less early season discount 50¢/bale				2.50
3						147.50
4	1	50 lb bag malathion dust			17.50	17.50
5	1	25 lb. dog food			3.98	3.98
6						168.98
7						
8						
9						
10		check	200.00			
11		purchase	175.74			
12		change	24.26			
13						
14						
15					TAX	6.76
16					TOTAL	175.74
63555		Thank You.				
REC'D BY		X Bob Blackstone				

Copy of Poor Sales Ticket

OFFICE COPY

574966

ORSCHELN COLUMBIA FARM & HOME SUPPLY, INC.

Wholesale Distributors

DATE July 1, 1975

Customer's Order No. 32

Salesman d. S. S.

SHIP TO Dan Nowell

MANUFACTURER _____

Rec. 8 Columbia. Mo.

SHIPPED VIA

TERMS

QUANTY.	DESCRIPTION	RETAIL	DEALER NET	RETAIL EXTENSION	NET EXTENSION
200	100 ^{lb} bags 20% Range Cubes			\$ 770	
					65.50
	5 gal. rat kill				
	2 gallons worm				3.30
					<u>76.80</u>
					3.06
			tax		<u>79.86</u>

Goods held twenty days are considered sold and are not returnable, excepting with special permission in writing from the office.

CARTON COUNT _____

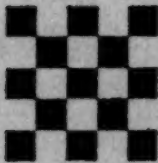
Where sales tax is not charged, the purchaser hereby certifies that the properties described in this invoice were purchased for the purpose of resale as tangible Personal Property.

Ag SS - 59-F

24

TM 2
241

SALES TICKET WITH DISCOUNTS



PIONEER SEEDS

BOURN FEED & SUPPLY, INC.

Phone 474-4113



40111 170 DR. S.E.

COLUMBIA, MISSOURI, 65201

ACCOUNTS NOT PAID BY 10th of The Month Following The Month of Purchase Will Be Subject To A Service Charge
Computed At The Rate of 3% Per Month On the Unpaid Balance

CUSTOMER'S ORDER NO.		PHONE NO.		DATE		19	
SOLD TO							
ADDRESS							
CITY							
SOLD BY	CASH	C.O.D.	CHARGE	OW ACCT.	WDSE. RETD.	PAID OUT	
QUANTITY	DESCRIPTION					PRICE	AMOUNT
5	Bales of Mexican twine					30.00	150.00
							2.50
							147.50
200	Bags 50 ^{lb} 20% Range Cubes					3.85	77.00
20	Tons 5-20-20 Fertilizer					156.75	3135.00
	less early season discount \$3/ton						60.00
	less tonnage discount \$5/ton						100.00
							2975.00
2	tons commercial Pullet Developer					200.00	400.00
	less bulk discount						8.00
	less tonnage discount \$1/ton						2.00
							390.00
	sub total						3589.50
	less 2% cash discount						71.79
							3517.71
						TAX	140.71
						TOTAL	3658.42
63555		Thank You.					
		REC'D BY X					

In case of claims or returned goods, please present this bill.

FORM ES 510-2

SALES PROCEDURES AND RECORDS
UNIT II

ASSIGNMENT SHEET #1--WHY SALES TICKETS ARE IMPORTANT

Directions: Complete the following problems. These examples illustrate the importance of getting the merchandise properly billed. Every employer will expect his employees to be very careful that this is done.

No sale is complete until the merchandise is properly accounted for on a sales slip. The importance of this may be illustrated by a simple example:

1. Suppose a farmer buys a ton of feed at the local elevator and he is in a hurry so he tells the employee to charge it to his account and he leaves without going to the office. The selling price of this ton of feed is \$110. (The actual cost of the feed was \$100 per ton and the dealer figured \$10 per ton markup.) If the employee forgets to make a slip for this feed and it does not get charged to the farmer's account, how many tons of this same type of feed will have to be sold to make up for the loss of this one ton not being billed?

This may sound like an exaggerated situation, but ask any local dealer if this happens in his business. It may not happen so often with the bigger purchases, but a number of small purchases may add up to as much loss as the one large item.

Let's look at a couple of other examples:

2. Suppose a half-ton of fertilizer that sells for \$72 is not billed to the customer. (The markup on this fertilizer is \$9 per ton.) How many tons of this same fertilizer will have to be sold to make up for the loss of the half-ton not billed?
3. A florist shop might have the same problem. Suppose a flower arrangement that sells for \$20 does not get billed. (The markup is \$5 for the arrangement.) How many arrangements must be sold to make up for the loss of the one not being billed?

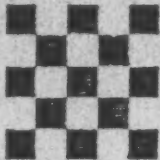
SALES PROCEDURES AND RECORDS
UNIT II

ASSIGNMENT SHEET #2--COMPLETE A SALES TICKET

Using the information for preparing a sales ticket as was presented in the information sheet, complete a sales ticket using the following information.

- A. Today's date
- B. Your teacher's name, address and telephone number
- C. Customer order number - 986
- D. Type of sale - cash
- E. Description and quantity
 - 1. 300 pounds of corn - \$5/cwt.
 - 2. 500 pounds 4-12-4 fertilizer @\$4.60/50 lb.
- F. Tax 4 percent

SALES TICKET WORKSHEET



PIONEER SEEDS

BOURN FEED & SUPPLY, INC.

Phone 474-4113



RED BANNER SERVICE

4011170 DR. S.E. COLUMBIA, MISSOURI, 65201

Accounts Not Paid By 10th of The Month Following The Month of Purchase Will Be Subject To A Service Charge Computed At The Rate of 2% Per Month On the Unpaid Balance

CUSTOMER'S ORDER NO.		PHONE NO.		DATE			
				19			
SOLD TO							
ADDRESS							
CITY							
SOLD BY	CASH	COD	CHARGE	ON ACCT.	MDSE. RETD.	PAID OUT	
QUANTITY	DESCRIPTION				PRICE	AMOUNT	
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15						TAX	
16						TOTAL	
63555		Thank You.				REC'D BY X	

FORM ES 510-2

SALES PROCEDURES AND RECORDS

UNIT II

ASSIGNMENT SHEET #3--PREPARE A SALES TICKET WITH DISCOUNT

Directions: Some businesses give discounts on their sales. Using the information presented below, complete three sales tickets including the customer's discount.

Mr. Bob Blackstone raises cattle, swine and pullets. He sells milo to a local feed mill which uses the milo in their chicken feed. He buys his feed and supplies in Columbia which as a 1¢ sales tax and Jefferson City which has a 2¢ sales tax. Make-up sales tickets for the following dates:

Feb. 11	Columbia--Cash Ticket No. 384	
	12 tons of Sow Chow	\$220/ton bulk
	200 bags of 20% Range Cubes	\$3.85/50 lb. bag
	20 bushels of alsike clover	\$25/bu.
May 23	Columbia--Charge Ticket No. 1598	
	15 tons of 14-14-14 fertilizer	\$147.45/ton
	3 gallons of spray and dip	\$12.60/gal.
July 21	Jefferson City--Cash Ticket No. 1700	
	5 gallons Grub Kill	\$13.10/gal.
	4 pounds Rat Kill	\$1.49/lb.
	5 pounds Fly Bait	\$1.20/lb
	1 gallon Liquid Wormer	\$1.65/pt.
	3 quarts Law Weed Killer	\$3.30/pt.

Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET #3

With given information use sales ticket worksheet and complete the different types of discounts.

QUANTITY DISCOUNTS (tonnage)

Fertilizer Discounts:

5 to 10 ton order	\$1.00 per ton discount
11 to 15 ton order	3.00 per ton discount
16 tons or over	5.00 per ton discount

Feed Discounts:

1 to 5 ton (plus \$4 per ton bulk)	\$1.00 per ton discount
6 to 10 ton (plus \$6 per ton bulk)	2.00 per ton discount
11 ton or more (plus \$8 per ton bulk)	3.00 per ton discount

EARLY SEASON DISCOUNTS

Twine:		Fertilizer:	Seed:
50¢ per bale	December Delivery	\$3.00 per ton	\$2.00 per bu.
40¢ per bale	January Delivery	2.50 per ton	1.50 per bu.
30¢ per bale	February Delivery	2.00 per ton	1.00 per bu.
20¢ per bale	March Delivery	1.50 per ton	-----
10¢ per bale	April Delivery	-----	-----

CASH DISCOUNTS

2% cash discount allowed when payment is made at time of delivery or pickup

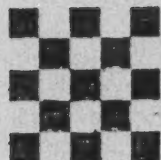
Several discounts may apply on the same sale. It is possible to use Tonnage, Early Order and Cash Discount on the same purchase

Deduct early season and tonnage discounts before cash discounts

In figuring fractions of a cent, carry forward 1/2¢ or more and drop less than 1/2¢

Evaluated to the satisfaction of the instructor.

ASSIGNMENT SHEET #3



PIONEER SEEDS

BOURN FEED & SUPPLY, INC.

Phone 474-4113



4011 I 70 DR. S.E.

COLUMBIA, MISSOURI, 65201

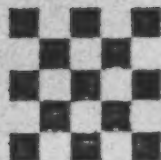
Accounts Not Paid By 10th of The Month Following The Month of Purchase Will Be Subject To A Service Charge
Computed At The Rate of 2% Per Month On the Unpaid Balance

CUSTOMER'S ORDER NO.		PHONE NO.		DATE		19	
SOLD TO							
ADDRESS							
CITY							
SOLD BY	CASH	C.O.D.	CHARGE	ON ACCT	MOSE RETD.	PAID OUT	
QUANTITY	DESCRIPTION					PRICE	AMOUNT
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15						TAX	
16						TOTAL	
63555		<i>Thank You.</i> REC'D BY X					

In case of claims or returned goods, please present this bill

FORM ES 510-2

ASSIGNMENT SHEET #3



PIONEER SEEDS

BOURN FEED & SUPPLY, INC.

Phone 474-4113



4011 170 DR. S.E.

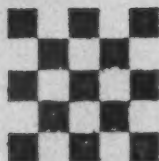
COLUMBIA, MISSOURI 65201

Accounts Not Paid By 10th of The Month Following The Month of Purchase Will Be Subject To A Service Charge
Computed At The Rate of 2% Per Month On The Unpaid Balance

CUSTOMER'S ORDER NO.		PHONE NO.		DATE		19	
SOLD TO							
ADDRESS							
CITY							
SOLD BY	CASH	C.O.D.	CHARGE	ON ACCT	MOSE RETD.	PAID OUT	
QUANTITY	DESCRIPTION					PRICE	AMOUNT
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15						TAX	
16						TOTAL	
63555		<i>Thank You.</i> RECD BY X					

In case of return or returned goods, please present this bill

ASSIGNMENT SHEET #3



PIONEER SEEDS

BOURN FEED & SUPPLY, INC.

Phone 474-4113



4011 170 DR. S.E.

COLUMBIA, MISSOURI, 65201

Accounts Not Paid By 10th of The Month Following The Month of Purchase Will Be Subject To A Service Charge
Computed At The Rate of 2% Per Month On the Unpaid Balance

CUSTOMER'S ORDER NO.		PHONE NO.		DATE		19	
SOLD TO							
ADDRESS							
CITY							
SOLD BY	CASH	C.O.D.	CHARGE	ON ACCT	MOSE. RETD.	PAID OUT	
QUANTITY	DESCRIPTION					PRICE	AMOUNT
1							
2							
3							
4							
5							
6							
7							
8							
9							
10							
11							
12							
13							
14							
15						TAX	
16						TOTAL	
63555		<i>Thank You.</i> REC'D BY X					

In case of claim or returned goods, please present this bill

FORM ES 510-2

SALES PROCEDURES AND RECORDS
UNIT II

ANSWERS TO ASSIGNMENT SHEET #1

1. Loss of one ton of feed = \$100--He would have to sell 10 tons of feed in order to make up the \$100.
2. Loss of one-half ton of fertilizer = \$67.50--He would have to sell 15 tons of fertilizer in order to make up the \$67.50.
3. Loss of one flower arrangement = \$20--He would have to sell three (3) arrangements in order to make up the \$15.

SALES PROCEDURES AND RECORDS
UNIT II

TEST

1. Match the terms in the right-hand column to their correct definitions in the left-hand column.

- | | |
|---|--------------------------|
| ___ a. Discount given for buying in bulk | 1. Cash discount |
| ___ b. Discount given for paying for merchandise in cash, usually no larger than two or three percent | 2. Quantity discount |
| ___ c. Discount for buying merchandise before season | 3. Bulk discount |
| ___ d. Discount given for buying large volumes of merchandise | 4. Early season discount |

2. Discuss the importance of the sales ticket.

3. Distinguish between customers and sales managers sales receipt information by placing an "S" for store manager and "C" for customer in the correct blanks. (Note: Answers can be used more than once.)

- | | |
|--|--|
| ___ a. A record of his expenses during the year | |
| ___ b. Amount of sale | |
| ___ c. Information needed to charge purchases to customers' accounts | |
| ___ d. Amount of sales tax collected | |
| ___ e. Record in cases of disputed accounts | |
| ___ f. Amount of merchandise sold | |
| ___ g. Record in case of need to return merchandise | |
| ___ h. Permanent record of sales | |

4. List three jobs that are essential to maintain control of the recording process each day.
 - a.
 - b.
 - c.
5. Describe how you make change

6. Describe how you properly cash a check.

7. Select from a list ways to handle a sales ticket after the transaction, by placing an "X" in the appropriate blanks.

- ☐ a. One carbon copy is placed in the bank receipts
- ☐ b. The original (first copy) is filed by the company as a permanent record of sales and all other transactions
- ☐ c. One carbon copy is the "customer copy" which he either receives when he makes the purchase or it is sent to him at the end of the month with a monthly statement
- ☐ d. One carbon copy may be a delivery copy to go along with the merchandise in case it is delivered
- ☐ e. One carbon copy may be filed as a patronage record for members of a cooperative company

8. Describe how you properly fill out a credit card sales draft.

9. Describe when you fill out returns and exchanges for credit cards.

10. Describe how you fill out telephone and mail order credit card sales drafts.

11. List when to obtain sales authorization for credit cards.

a.

b.

c.

d.

e.

f.

12. Describe how to obtain authorization for credit card use.

13. Describe how to deposit credit card sales drafts.

14. Demonstrate how to properly prepare a sales ticket.

15. Demonstrate how to prepare a sales ticket using discounts.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

SALES PROCEDURES AND RECORDS UNIT II

ANSWERS TO TEST

1. a. 3
b. 1
c. 4
d. 2
2. Discussion should include:
a. Permanent record of each transaction
b. First record of the sale of merchandise from the company
c. Heart of the accounting or bookkeeping system
d. Record of the customers' expenses for the year
3. a. C
b. S
c. S
d. S
e. C
f. S
g. C
h. S
4. a. Total sales tickets for each day
b. Subtotal in ledger each day
c. Change the balance of customers' accounts receivable

5. Description should include:

- a. State the amount given to you by the customer and the amount of the sale
- b. Place the amount received on the cash register
- c. Properly ring up the sale
- d. Starting with the amount of the sale, add up the change to the amount received from the customer
- e. Give receipt to customer and add back change to customer
- f. Place money received into the proper place in the register drawer

6. Description should include:

- a. Check the date
- b. Check the amount in figures with the written amount
- c. Inspect the signature of the person who signed the check
- d. Check to whom the check is made payable
- e. If the check is not personalized, secure the address of the person cashing the check
- f. Ask the person writing the check for identification
- g. Call the manager if there is some question about the check or if store policy requires that the manager approve each check
- h. Initial the check
- i. If the check is for the full amount of the order and is approved, treat it as a cash sale
- j. Endorse the check immediately either by stamp or by placing it on the cash register printing table

7. b, c, d, e

8.
 - a. Check charge card for valid expiration date
 - b. Compare card number with CURRENT WARNING
 - c. Enter the date, description of merchandise or service, sales tax and total
 - d. Enter authorization number
 - e. Place card face up in imprinter
 - f. Place sales draft face up in imprinter over card
 - g. Imprint by firmly moving imprinter handle completely across sales draft and returning to original position
 - h. Check for clear impression on last copies, then present sales draft to customer for signature
 - i. Compare signature on sales draft with signature on the credit card
 - j. If any irregularities are present, call authorization center
9.
 - a. Return of merchandise for credit without exchange: prepare credit voucher for full amount of return, including tax
 - b. Even exchange of merchandise: there is no need to prepare a new sales draft
 - c. Exchange for merchandise if the exchange is not even: prepare a credit/refund draft for the full amount
10.
 - a. Fill out sales draft same as without charge card, including cardholder account number and expiration date
 - b. Initial and identify sale as (TO) telephone order or (MO) mail order on signature line
 - c. For all telephone and mail orders over \$50.00, follow normal authorization procedure outlined below
 - d. Sales draft should be signed when merchandise is delivered, if at all possible
 - e. Customer must receive cardholder copy of sales draft

11.
 - a. If the amount of sale is greater than your floor limit
 - b. When a charge card number appears on a Hot Card
 - c. On a no-card or no-imprint in-store transaction
 - d. On all telephone and mail orders over \$50.00
 - e. In the case of banks, on all cash advances
 - f. When individual other than person whose signature appears on card is using the card
12.
 - a. Call the authorization center--the phone number is on the sticker on your telephone
 - b. Tell the authorization operator whether the transaction is a merchandise sale (or a cash advance - banks only), the cardholder account number, the last six digits of your merchant identification number and the amount of the sale
 - c. If approval is granted, the authorization operator will give you the authorization number
 - d. If approval is not granted by the authorization center, do not complete the sale credit card transaction
 - e. If you are requested to honor an over-floor limit sale without authorization, you honor the sale at your own risk
13.
 - a. Imprint your merchant name and number on the merchant summary form using your merchant identification card in the imprinter
 - b. Complete the merchant summary form using spaces provided
 - 1) Total number of sales drafts
 - 2) Total dollar volume of sales drafts
 - 3) Total number of credit vouchers
 - 4) Total dollar volume of credit vouchers
 - 5) Gross deposit
 - 6) Signature
 - 7) Date
 - c. Separate the merchant summary form copies
 - d. Staple the first copy of the summary form to the outside of the envelope and forward to your bank of deposit
 - e. Retain third copy for your own records
 - f. Seal envelope

13. g. Fill out your regular bank deposit slip, insuring the deposit agrees with the amount shown on the merchant summary form
- h. Deliver the deposit to your bank in the usual manner
14. Evaluated to the satisfaction of the instructor.
15. Evaluated to the satisfaction of the instructor.

MERCHANDISE CONTROL UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to match terms associated with merchandise control to their correct definitions, describe a need for an inventory record, discuss importance of receiving merchandise and determine how to identify and handle shoplifting. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with merchandise control to their correct definitions.
2. List four ways to maintain inventory control.
3. Select from a list types of bills of lading.
4. Select from a list ways that losses occur.
5. Select from a list types of shoplifters.
6. Select from a list facts to aid you in spotting a shoplifter.
7. Discuss procedures that a salesperson should follow if he spots a shoplifter.
8. Complete an inventory.
9. Complete a perpetual inventory pricing sheet.
10. Complete an inventory problem.

MERCHANDISE CONTROL
UNIT III

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide student with objective sheet
- B. Provide student with information and assignment sheets
- C. Discuss unit and specific objectives
- D. Discuss information and assignment sheets
- E. Give test

II. Student

- A. Read objective sheet
- B. Study information sheet
- C. Complete assignment sheets
- D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit

- A. Objectives
- B. Information sheet
- C. Assignment sheets
 - 1. Assignment Sheet #1--Inventory
 - 2. Assignment Sheet #2--Perpetual Inventory Prices
 - 3. Assignment Sheet #3--Inventory Fact Sheet and Problem
- D. Answers to assignment sheets
- E. Test
- F. Answers to test

II. Reference

- A. *Business Procedures and Records*. Agricultural Education Service, Ohio State University, 1971.

MERCHANDISE CONTROL
UNIT III

INFORMATION SHEET

I. Terms and definitions

- A. Inventory--An itemized list of goods with their estimated worth
- B. Warehouse receipt--A receipt given by a warehouse person for goods received by him for storage in his warehouse
- C. Bill of lading--A contract or receipt signed by a common carrier agreeing to deliver the described freight to a given person
- D. Invoice--A record of the merchandise shipped
- E. Purchase order--A form used for ordering merchandise
- F. Kleptomaniac--A person that has a psychological urge to steal
- G. End of the month inventory--Inventory taken at the end of the month
- H. Perpetual inventory--Inventory taken at the end of each day from daily business
- I. Physical inventory--Actual count at the end of fiscal year

II. Ways to maintain inventory control

- A. Office clerk must maintain inventory records
- B. Manager should reorder items promptly
- C. Employee should report when item is low
- D. Daily computer print out

III. Types of bill of lading

- A. Order
- B. Straight

INFORMATION SHEET

IV. Ways losses occur

- A. Improper receiving of merchandise
- B. Pilferage
- C. Failure to bill merchandise
- D. Error in billing
- E. Breakage, spoilage, shrinkage
- F. Incorrect physical inventory count
- G. Discount and markdown
- H. Obsolescence
- I. Inaccurate weights and measures
- J. Transfers not recorded
- K. Shoplifting

V. Common types of shoplifters

- A. Youngsters
- B. Disadvantaged
- C. Kleptomaniac
- D. The "pro"
- E. Housewives
- F. Thrill-seekers
- G. Teams

VI. Facts to aid you in spotting a shoplifter

- A. Notice who is in the store for a long period of time
- B. Observe loiterers
- C. Beware of groups of youngsters
- D. Notice people who re-enter the store area

INFORMATION SHEET

- E. Don't look for a "type"--there are no typical looking shoplifters
- F. Most shoplifting is done by amateurs
- VII. Procedures a salesperson should follow if he spots a shoplifter
 - A. Do not confront the customer or attempt to detain him
(NOTE: Such action could result in physical harm.)
 - B. Remember the item which was taken
 - C. Observe what the person is wearing
 - D. Determine in which direction the person is heading
 - E. Notify your employer or other person in authority

MERCHANDISE CONTROL
UNIT III

ASSIGNMENT SHEET #1--INVENTORY

Directions: Some merchants find it is to their advantage to keep a daily running inventory form or a perpetual inventory of their stock. Before starting the perpetual inventory problem try these sample problems. Determine the new balance after each transaction.

NEW BALANCE

- | | | |
|----|-----------------------------------|----------|
| 1. | Corn - - - - - on hand - - 4,860# | |
| | sold - - - 1,520# - - - - - | a. _____ |
| | sold - - - 2,340 - - - - - | b. _____ |
| | bought - - 5,890# - - - - - | c. _____ |
| | sold - - - 3,670# - - - - - | d. _____ |
| | | |
| 2. | Beef maker - - on hand - - 5,400# | |
| | bought - 10,000# - - - - - | a. _____ |
| | sold - - - 1,500# - - - - - | b. _____ |
| | sold - - - 3,000# - - - - - | c. _____ |
| | | |
| 3. | Alfalfa seed - on hand - - 14 bu. | |
| | sold - - - 6 bu. - - - - - | a. _____ |
| | bought - - 10 bu. - - - - - | b. _____ |
| | sold - - - 4 bu. - - - - - | c. _____ |

MERCHANDISE CONTROL
UNIT III

ASSIGNMENT SHEET #2--PERPETUAL INVENTORY PRICES

Directions: Complete the price list and find the total cost.

Inventory for month ending _____ 19 _____

Actual Count Different Locations	Description of Items	Unit	No. of Units	Unit Price	Amount
(112,250 lb.)	No. 2 corn	cwt.	1,122½	1.82	
(6,850 lb.)	Oats	cwt.	68½	2.20	
	FEED				
25 20 5	100# bran sack	ton	2½	61.00	
30	100# mineral sack	cwt.	30	4.05	
40 30 10	50# salt blocks	ea.	80	3.05	
200 60	32% beefmaker 100# sk.	cwt.	260	8.70	
100 25	4% porkmaker 100# sk.	cwt.	125	8.85	
	FERTILIZER				
5,000 250	80# sacks 6-24-12	ton	210	158.50	
2,000 500 50	80# sacks 5-20-20	ton	102	158.50	
2,000 600	50# sacks 33-0-0	ton	65½	161.00	
	SUPPLIES				
120 lb.	Bluegrass seed	lb.	120	.40	
210 lb.	White clover seed	lb.	210	1.90	
300 lb.	Ryegrass seed	lb.	300	.72	
40	10W 30 motor oil (5 gal. c)	can	40	10.50	
45	Cans hydraulic oil (2 gal. c)	can	45	3.80	
10	Cans gear oil (2 gal. c)	can	10	2.20	
12 car.	Tubes lube (10 ea)	tube	120	1.20	
20 bx.	Terramycin (4)	box	20	3.10	

ASSIGNMENT SHEET #2

Actual Count Different Locations	Description of Items	Unit	No. of Units	Unit Price	Amount
8 bx.	Terramycin (20)	box	8	8.20	
30 bx.	(5) 25 amp plug fuse	box	30	.50	
22 bx.	(5) 20 amp plug fuse	box	22	.50	
15 gal.	Stock dip	gal.	15	5.20	
22 gal.	Fly spray	gal.	22	2.50	
8 gal.	Chlordane	gal.	8	6.00	
20	Vegetable dust (2# box)	box	20	2.10	
20	Rose-orn dust (2# box)	box	20	2.30	
22 ball	Baler twine	ball	22	2.50	

MERCHANDISE CONTROL
UNIT III

ASSIGNMENT SHEET #3--INVENTORY FACT SHEET AND PROBLEM

Enter the following items of sales and purchases on the perpetual inventory form. Keep a running balance. Materials received are marked "in."

DATE	TRANSACTION	DATE	TRANSACTION
1	300# shelled corn 600# beefmaker 200# shelled corn 500# soybean meal 1 bale twine	10	1600# beefmaker 1200# shelled corn 500# porkmaker 700# shelled corn 900# soybean meal 50 bales twine (in) 10 bu. alfalfa seed (in)
2	200# porkmaker 800# shelled corn 1 ton porkmaker 800# soybean meal 2 bu. alfalfa seed	11	300# porkmaker 200# beefmaker 20 bales twine 2 tons shelled corn 1 bu. alfalfa seed 10,500# shelled corn (in)
3	500# shelled corn 600# soybean meal 1000# shelled corn 400# soybean meal 2 bales twine 12,000# shelled corn (in)	12	4500# shelled corn 500# porkmaker 500# soybean meal 800# soybean meal
4	1 ton beefmaker 500# beefmaker 1 ton soybean meal 800# soybean meal 2 bu. alfalfa seed	15	600# beefmaker 800# porkmaker 500# soybean meal 1200# beefmaker 100# soybean meal
5	2 ton shelled corn 1 ton soybean meal 2 ton porkmaker (in) 5 ton beefmaker (in)	16	10 bales twine 500# shelled corn 600# soybean meal
8	16 bales twine 800# shelled corn 300# porkmaker 600# soybean meal 500# soybean meal 3 bu. alfalfa seed	17	1 ton soybean meal 1 ton porkmaker 2 tons shelled corn 5 bales twine 3 bu. alfalfa seed 8000# shelled corn (in)
9	5 tons soybean meal (in) 600# soybean meal 500# beefmaker 10 bales twine	18	10 bu. alfalfa seed (in) 700# soybean meal 500# beefmaker 900# shelled corn 400# porkmaker 6 bales twine

ASSIGNMENT SHEET #3

DATE	TRANSACTION
19	3600# shelled corn 1000# shelled corn 1000# soybean meal 1000# beefmaker 3 ton beefmaker (in) 3 ton porkmaker (in)
22	2200# shelled corn 10 bales twine 1500# porkmaker 1000# soybean meal 500# shelled corn 6 bales twine
23	1 ton porkmaker 1800# shelled corn 500# porkmaker 600# beefmaker 1 ton soybean meal
24	1700# shelled corn 500# soybean meal 1000# porkmaker 500# beefmaker 5 tons soybean meal (in)
25	10 bales twine 1000# shelled corn 2500# soybean meal 2 bu. alfalfa seed
26	2 ton beefmaker 1000# porkmaker 300# shelled corn
29	1800# porkmaker 1600# shelled corn 500# soybean meal 2 bales twine
30	600# soybean meal 1000# porkmaker 500# beefmaker 2 bu. alfalfa seed

Perpetual Inventory

BEGINNING OF THE MONTH BALANCE

date	Shelled Corn			Beefmaker			Porkmaker			Soybean Meal			Twine			Alfalfa Seed		
	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.
	Beginning balance		9000#			4000#			6000#			9800#			50			12
1																		
2																		
3																		
4																		
5																		
6																		
7																		
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ASSIGNMENT SHEET # 3

Ag SS - 101-F

MERCHANDISING CONTROL
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

ASSIGNMENT SHEET #1

1. a. 3340
b. 1000
c. 6890
d. 3220
2. a. 15,400
b. 13,900
c. 10,900
3. a. 8 bushels
b. 18 bushels
c. 14 bushels

ASSIGNMENT SHEET #2

1. a. \$2042.95
b. \$150.70
c. \$152.50
d. \$121.50
e. \$244.00
f. \$2262.00
g. \$1106.25
h. \$33,285.00
i. \$16,167.00
j. \$10,545.50
k. \$48.00
l. \$399.00
m. \$216.00
n. \$420.00
o. \$171.00
p. \$22.00
q. \$22.00
r. \$62.00
s. \$65.60
t. \$15.00

ASSIGNMENT SHEET #2 continued

u.	\$11.00
v.	\$78.00
w.	\$55.00
x.	\$48.00
y.	\$42.00
z.	\$46.00
aa.	\$55.00

-Perpetual Inventory

BEGINNING OF THE MONTH BALANCE

date	shelled corn			beefmaker			porkmaker			soybean meal			twine			alfalfa seed		
	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.	In	Out	Bal.
			9,000			4,000			6,000			9,800			50			12 bu
1		500	8,500		600	3,400					500	9,300		1	49			
2		800	7,700					2,200	3,800		800	8,500					2	10
3	12,000	1,500	18,200								1,000	7,500		2	47			
4					2,500	900					2,800	4,700					2	8
5		4,000	14,200	10,000		10,900	4,000		7,800		2,000	2,700						
6																		
7																		
8		800	13,400					300	7,500		1,100	1,600		16	31		3	5
9					500	10,400				10,000	600	11,000		10	21			
10		1,900	11,500		1,600	8,800		500	7,000		900	10,100		50	71	10		15
11	10,500	4,000	18,000		200	8,600		300	6,700					20	51		1	14
12		4,500	13,500					500	6,200		1,300	8,800						
13																		
14																		
15					1,800	6,800		800	5,400		600	8,200						
16		500	13,000								600	7,600		10	41			
17	8,000	4,000	17,000					2,000	3,400		2,000	5,600		5	36		3	11
18		900	16,100		500	6,300		400	3,000		700	4,900		6	30	10		21
19		4,600	11,500	6,000	1,000	11,300	6,000		9,000		1,000	3,900						
20																		
21																		
22		2,700	8,800					1,500	7,500		1,000	2,900		16	14			
23		1,800	7,000		600	10,700		2,500	5,000		2,000	900						
24		1,700	5,300		500	10,200		1,000	4,000	10,000	500	10,400						
25		1,000	4,300								2,500	7,900		10	4		2	19
26		300	4,000		4,000	6,200		1,000	3,000									
27																		
28																		
29		1,600	2,400					1,800	1,200		500	7,400		2	2			
30					500	5,700		1,000	200		600	6,800					2	17

MERCHANDISE CONTROL
UNIT III

TEST

1. Match the terms on the right to the correct definition.

- | | |
|---|---------------------------|
| ___ a. An itemized list of goods with their estimated worth | 1. Perpetual inventory |
| ___ b. A receipt given by a warehouse person for goods received by him for storage in his warehouse | 2. Purchase order |
| ___ c. A contract or receipt signed by a common carrier agreeing to deliver the described freight to a given person | 3. Physical inventory |
| | 4. Kleptomaniac |
| ___ d. A record of the merchandise shipped | 5. Warehouse receipt |
| ___ e. A form used for ordering merchandise | 6. Bill of lading |
| ___ f. A person that has a psychological urge to steal | 7. End of month inventory |
| ___ g. Taken at the end of each month | 8. Invoice |
| ___ h. Taken at the end of each day from daily business | 9. Inventory |
| ___ i. Actual count at end of fiscal year | |

2. List four ways to maintain inventory control.

- a.
- b.
- c.
- d.

3. Select types of bills of lading by placing an "X" in the appropriate blanks.
- ___ a. Mixed
 - ___ b. Order
 - ___ c. Straight
4. Select ways that losses occur by placing an "X" in the appropriate blanks.
- ___ a. Improper receiving of merchandise
 - ___ b. Pilferage
 - ___ c. Failure to bill merchandise
 - ___ d. Error in billing
 - ___ e. Breakage, spoilage, shrinkage
 - ___ f. Sales
 - ___ g. Discount and markdown
 - ___ h. Obsolescence
 - ___ i. Inaccurate weights and measures
 - ___ j. Transfers not recorded
 - ___ k. Shoplifting
 - ___ l. Incorrect physical inventory count
5. Select common types of shoplifters by placing an "X" in the appropriate blanks.
- ___ a. FFA Boys
 - ___ b. Youngsters
 - ___ c. Girls
 - ___ d. Disadvantaged
 - ___ e. Kleptomaniac
 - ___ f. Pyromaniac
 - ___ g. The "pro"
 - ___ h. Teams
 - ___ i. Thrill-seekers
 - ___ j. Housewives

6. Select facts that would aid you in spotting a shoplifter by placing an "X" in the appropriate blanks.
 - ☐ a. Notice who is in the store for a long period of time
 - ☐ b. Follow all people who wear long coats
 - ☐ c. Observe loiterers
 - ☐ d. Beware of groups of youngsters
 - ☐ e. Notice people who reenter the store area
 - ☐ f. Don't look for a "type"
 - ☐ g. Most shoplifting is done by amateurs
7. Discuss procedures that a salesperson should follow if he spots a shoplifter.

8. Complete an inventory.
9. Complete a perpetual inventory pricing sheet.
10. Complete an inventory problem.

(NOTE: If these activities have not been accomplished prior to the test, ask your instructor when they should be completed.)

MERCHANDISE CONTROL
UNIT III

ANSWERS TO TEST

1. a. 9
 b. 5
 c. 6
 d. 8
 e. 2
 f. 4
 g. 7
 h. 1
 i. 3
2. a. Office clerk must maintain inventory records
 b. Manager should reorder items promptly
 c. Employee should report when item is low
 d. Daily computer print out
3. b, c
4. a, b, c, d, e, g, h, i, j, k, l
5. b, d, e, g, h, i, j
6. a, c, d, e, f, g
7. Discussion should include:
 - a. Do not confront the customer or attempt to detain him
 - b. Remember the item which was taken
 - c. Observe what the person is wearing
 - d. Determine in which direction the person is heading
 - e. Notify your employer or other person in authority
8. Evaluated to the satisfaction of the instructor.
9. Evaluated to the satisfaction of the instructor.
10. Evaluated to the satisfaction of the instructor.

CREDIT ANALYSIS AND MANAGEMENT UNIT I

UNIT OBJECTIVE

After completion of this unit, the student should be able to match the types of interest with the proper explanation and solve problem when given a formula. The student should be able to match the common sources of farm credit with the advantages and disadvantages of each source of credit. This knowledge will be evidenced by scoring eighty-five percent on a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms associated with finance when given the definitions.
2. Select the type of loans when given the proper definition of each.
3. Match the type of interest with the proper explanation and work problems illustrating each.
4. List the factors that determine the rate of interest.
5. Solve a problem by using the formula for the annual rate of interest.
6. Match the source of credit when given a list of advantages and disadvantages of each source.
7. Select factors to consider in choosing a source of credit.
8. Describe investment credit and how it works.
9. List uses of investment credit.
10. Select the objective of a cash flow project.

CREDIT ANALYSIS AND MANAGEMENT
UNIT I

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide student with objective sheet
- B. Provide student with information and assignment sheets
- C. Have an agricultural loan officer visit the class
- D. Discuss unit and specific objectives
- E. Discuss information and assignment sheets
- F. Use suggested cash flow information as found in the introduction to this publication
- G. Give test

II. Student

- A. Read objectives
- B. Study information sheet
- C. Complete assignment sheet
- D. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit

- A. Objective sheet
- B. Information sheet
- C. Assignment Sheet #1--Calculating Interest
- D. Answers to assignment sheet
- E. Test
- F. Answers to test

II. References

- A. *Agriculture Finance*. Nelson, Aaron G. and William G. Murray. Ames, Iowa: Iowa State University Press, 1967.
- B. *Sources of Farm Credit in Oklahoma*. OSU Extension Facts. Extension Service, Oklahoma State University, Stillwater, Oklahoma.
- C. *Farm Business Management*. Castle, Emery N. and Manning H. Becker. New York: The Macmillan Company, 1967.
- D. *Financing Modern Agriculture*. Farm Credit Banks of Wichita.
- E. *Vocational Agriculture Education Core Curriculum IV*. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1974.
- F. *Monthly Cash Flow Projection*. Small Business Administration Publications, Kansas City District Office, Twelve Grand Building, 1150 Grand Avenue, Kansas City, Missouri 64106.
- G. *Farm Business Analysis*. Osburn, Donald D., Instructional Materials Laboratory, University of Missouri-Columbia, Columbia, Missouri 65201, 1976.

CREDIT ANALYSIS AND MANAGEMENT UNIT I

INFORMATION SHEET

I. Terms and definitions

- A. Appraisal--A fair market value given on personal property
- B. Collateral--Livestock, land and other personal property used to secure the loan
- C. Cash flow--Illustrates the gross flow of and requirements for cash throughout the year
- D. Amortized--Regular schedule of payment of the loan
- E. Interest rate--Percentage charged for the use of money
- F. Maturity--Date the loan is to be paid in full
- G. Mortgages--A written claim listing the collateral to secure the loan
- H. Principal--Amount of money borrowed
- I. Simple interest--Product of principal, the time in years and annual rate of interest

II. Types of loans

- A. Long-term loans
 - 1. Extend from five to thirty years or more
 - 2. Used for such purposes as the purchase of business, for business improvements, for major repairs and other purposes
- B. Intermediate loans
 - 1. Extend for periods of one to five years
 - 2. Used for purchases of machinery and equipment, the purchase of breeding herds and flocks and construction or major repair of buildings

INFORMATION SHEET

C. Short-term loans

1. Extend for periods up to one year
2. Used for such items as fertilizer, feed or seed, or to pay other current operating expenses

III. Types of interest

- A. Simple interest--Product of the principal, the time in years, and the annual rate of interest

Example: Interest on \$1,200.00 for one year with the rate interest at 8 percent per annum equals \$96.00.

- B. Compound interest--Interest calculated at regular intervals and added to the principal (Figure 1)

(NOTE: Compound interest is the same for savings as for borrowing.)

Example: Compound interest on a \$100.00 loan with interest at 1 percent per month

Period	Beginning Balance	Chart Interest	Ending Balance
a. 1st Mo.	\$100.00	\$1.00	\$101.00
b. 2nd Mo.	101.00	1.01	102.01
c. 3rd Mo.	102.00	1.02	103.03
d. 4th Mo.	103.03	1.03	104.06

FIGURE 1

- C. Discounted interest--Interest is deducted from principal at time loan is made

Example:

- a. \$1,200.00 loan for one year discounted at 8 percent

INFORMATION SHEET

b. Borrower would receive: $\$1,200 - 96.00 = \$1,104.00$

c. $\$1,200.00$ would be paid at the end of the year

(NOTE: True annual interest would be 8.69 percent.)

- D. Add-on-interest--Interest is calculated on the beginning balance and then added to principal to obtain the amount to be repaid in equal periodic installments

Example:

a. $\$1,200.00$ installment plan loan @ 8 percent interest to be repaid in 12 equal monthly payments

b. $\$1,200.00 \times 8\% = \$96.00$

c. $\$1,200 + \$96.00 = \$1,296 \div 12 \text{ months} = \$108.00$ payment

(NOTE: Interest is being paid on unowed money, true annual rate is 14.7%.)

IV. Factors that determine rate of interest

A. Cost of money in the money market

B. Service cost of making records, keeping records and collecting loans

(NOTE: Service charges may be a separate cost.)

C. Risk of loss

V. Calculating interest rates

$$\frac{\text{Total of Finance Charges}}{\frac{1}{2} \text{ Original Loan}} \times \frac{\text{No. of Payments}}{\text{No. of Years}} \times \frac{1}{\text{No. of Payments Plus 1}} = \text{True Annual Rate of Interest}$$

Example: A business person borrowed $\$8,000.00$ which cost him $\$400.00$ for 24 months. What was the interest rate?

$$\frac{400}{8,000} \times \frac{24}{2} \times \frac{1}{25} = 4.8\% \text{ Interest}$$

INFORMATION SHEET

VI. Advantages and disadvantages of credit sources

A. Commercial banks

1. Advantages

- a. Convenience of borrowing
- b. Know personal needs
- c. Loan approved quickly
- d. Loans on more diversified items
- e. Will make character loans

2. Disadvantages

- a. Interest rate usually higher
- b. Short-term loans
- c. Will not loan as much on land as some agencies

B. Individuals

1. Advantages

- a. Low rate of interest
- b. Immediate loan
- c. Greater possibility to negotiate the payment or interest of loan

2. Disadvantages

- a. Not dependable
- b. Usually short-term credit

C. Finance companies

1. Advantages

- a. Easier source of credit
- b. Immediate loan approval
- c. Short-term loans
- d. Convenience of borrowing

INFORMATION SHEET

- 2. Disadvantages
 - a. Interest rates extremely high
 - b. Usually a straight line interest rate on a longer term
 - c. High pressure loan agents
- D. Federal land banks
 - 1. Advantages
 - a. Usually have low interest rates on long-term loans
 - b. Long-term loan (20-40 years)
 - c. More understanding on economic conditions
 - 2. Disadvantages
 - a. Complicated loan procedure
 - b. Borrower has to buy shares
 - c. Usually appraised value is low
 - d. Limited funds to be loaned
 - e. Allows younger individual to borrow
 - f. Will take a second mortgage
- E. Production credit association
 - 1. Advantages
 - a. Low interest rate
 - b. Unlimited funds
 - c. Pay interest only on amount of time used
 - d. Keeps better records
 - 2. Disadvantages
 - a. Borrower has to buy shares
 - b. Short-term loans
 - c. Not conveniently located

INFORMATION SHEET

F. Farmers' home administration

(NOTE: Check with county supervisor.)

1. Advantages

- a. Makes loans to individuals who do not qualify for other loans
- b. Short, intermediate and long-term loans
- c. Reasonable rates and terms on loans
- d. Advice, assistance and supervision given by supervisor
- e. Second mortgage

2. Disadvantages

- a. Not intended as a permanent source of financing
- b. Borrowers expected to refinance when suitable commercial sources are available
- c. Secure loans only on larger acreages

G. Insurance companies

1. Advantages

- a. Long-term mortgages
- b. Low interest rates
- c. Not any limits on size of loan except for self-imposed limits

2. Disadvantages

- a. First mortgage loans
- b. Some states prohibit short-term loans
- c. Selective about areas where loans are made
- d. Can not pay loan back all at once

INFORMATION SHEET

H. Merchants and dealers

1. Advantages

- a. Easier sources of credit
- b. Convenient for farmer
- c. Immediate loan
- d. Loan can be made for large percent of value
- e. Repayment schedule may be designed for individual

2. Disadvantages

- a. Interest is usually higher
- b. May have different form of credit arrangement for various customers (This could be an advantage.)

VII. Factors to consider in choosing a source of credit

- A. Amount of the loan
- B. Rate of interest
- C. Length of loan period
- D. Repayment schedules
- E. Size of payments
- F. Reliability of lending agents
- G. Type of loan

VIII. Investment credit

- A. Direct credit allowance against taxes
- B. Is limited to certain items
- C. Basis on new property and the cash difference on used property

IX. Uses of investment credit

- A. Estimate life on long side

INFORMATION SHEET

- B. Depreciate an item and use investment credit if a \$50 item or more
- C. Take investment credit on all qualified items when purchasing a business
- X. Objectives of a cash flow project
 - A. Determine deficiencies in cash flow that are necessary to operate the business
 - B. Determine excesses in cash flow that are necessary to operate the business
 - C. Show a need to the borrower
 - D. Put idle money to work
 - E. Develop a well managed flow of cash

CREDIT ANALYSIS AND MANAGEMENT
UNIT I

ASSIGNMENT SHEET #1--CALCULATING INTEREST

Answer the following problems:

1. How much interest would be paid for the use of \$360.00 for one year at 8% straight interest?
2. How much interest would be paid for the use of \$360.00 for 18 months at 8% straight interest?
3. How much compound interest would be paid for three month's use of \$360.00 at 1% interest per month?
4. a. What would monthly payments be for one year's use of \$360.00 to be repaid in 12 equal monthly payments using 8% add-on type interest?

b. What would be the true annual interest rate for the above loan?

NOTE:
$$\frac{\text{Total of Finance Charges}}{\frac{1}{2} \text{ Original Loan}} \times \frac{\text{No. of Payments}}{\text{No. of Years}} \times \frac{1}{\frac{\text{No. of Payments}}{\text{Plus 1}}} = \text{True Annual Rate of Interest}$$

ASSIGNMENT SHEET #1

5. a. How much interest would be paid for one year's use of \$360.00 to be repaid in 12 equal payments using 8% discount interest?
- b. What would be the true annual interest rate for the above loan?

(NOTE: Use formula as stated in question 4.)

6. If a person borrows \$2,000.00 for a car, pays \$68.89 per month for 36 months, how much interest has he paid?

What is the true annual interest rate for the above loan?

(NOTE: Use formula as stated in question 4.)

CREDIT ANALYSIS AND MANAGEMENT
UNIT I

ANSWERS TO ASSIGNMENT SHEET #1

1. $\$360.00 \times 8\% = \$28.80$
2. $\$28.80 \text{ for 12 months} + \$14.40 \text{ for 6 months} = \$43.20$
3. 1st month-- $\$360.00 \times 1\% = \$ 3.60$ - Ending Balance = $\$363.60$
 2nd month-- $\$363.60 \times 1\% = \$ 3.64$ - Ending Balance = $\$367.24$
 3rd month-- $\$367.24 \times 1\% = \$ 3.67$ - Ending Balance = $\$370.91$
 $\$10.91$ interest
4. a. $\$360.00 \times 8\% = \$28.80$
 $\$360.00 + \$28.80 = \$388.80 \div 12 = \$32.40$
 b. $\frac{\$28.80}{180} \times \frac{12}{1} \times \frac{1}{13} = 14.8\%$ true annual interest
5. a. $\$360.00 \times 8\% = \$28.80$ interest
 b. $\frac{\$28.80}{165.60} \times \frac{12}{1} \times 1/13 = 16.05\%$ true annual interest
 (NOTE: Since loan was discounted only $\$331.20$ was amount of original loan.)
6. a. $\$68.80 \times 36 = \$2,480.04 - \$2,000.00 = \$480.04$
 b. $\frac{\$480.04}{1,000} \times \frac{36}{3} \times 1/37 = 15.5\%$

CREDIT ANALYSIS AND MANAGEMENT UNIT I

TEST

1. Match the terms on the right to the correct definition.

- | | |
|---|--------------------|
| ☐ a. Amount of money borrowed | 1. Collateral |
| ☐ b. Product of principal, the time in years and annual rate of interest | 2. Appraisal |
| ☐ c. A fair market value given on personal property | 3. Amortized |
| ☐ d. Livestock, land and other personal property used to secure the loan | 4. Interest rate |
| ☐ e. Illustrates the gross flow of and requirements for cash throughout the year | 5. Maturity |
| ☐ f. A written claim listing the collateral to secure the loan | 6. Mortgages |
| ☐ g. Date the loan is to be paid in full | 7. Principal |
| ☐ h. Percentage charged for the use of money | 8. Cash flow |
| ☐ i. Regular schedule of payment of the loan | 9. Simple interest |

2. Select the type of loan on the right when given the definitions on the left.

- | | | |
|-----------------------------|--|-----------------------|
| ☐ a. | 1) Extend for periods of one to five years | 1. Long-term loans |
| | 2) Use for purchase of machinery and equipment, the purchase of breeding herds and flocks, and construction or major repair of buildings | 2. Intermediate loans |
| | | 3. Short-term loans |

- b.
- | | |
|--|-----------------------|
| 1) Extend from five to thirty years or more | 1. Long-term loans |
| 2) Used for such purposes as the purchase of business, for business improvements, for major repairs and other purposes | 2. Intermediate loans |
| | 3. Short-term loans |

- c.
- 1) Extend for periods up to one year
 - 2) Used for such items as fertilizer, feed or seed, or to pay other current operating expenses

3. Match the types of interest on the right to the proper explanation.

- | | |
|---|------------------------|
| — a. Product of the principal, the time in years, and the annual rate of interest | 1. Simple interest |
| — b. Interest is deducted from principal at time loan is made | 2. Compound interest |
| — c. Interest calculated at regular intervals and added to the principal | 3. Discounted interest |
| — d. Interest is calculated on the beginning balance and then added to principal to obtain the amount to be repaid in equal periodic installments | 4. Add-on-interest |

4. List two factors that determine the rate of interest.

a.

b.

5. A farmer borrowed \$6,000.00 which cost him \$400.00 for 24 months. Calculate the interest by using the following formula.

$$\frac{\text{Total of Finance Charges}}{\frac{1}{2} \text{ Original Loan}} \times \frac{\text{No. of Payments}}{\text{No. of Years}} \times \frac{1}{\text{No. of Payments Plus 1}} = \text{True Annual Rate of Interest}$$

6. Match the source of credit on the right with the proper list of advantages and disadvantages on the left.

— a.

- | | |
|--|----------------------------------|
| 1) Advantages | 1. Commercial banks |
| a) Easier source of credit | 2. Farmer's home administration |
| b) Convenient for farmer | 3. Federal land banks |
| c) Immediate loan | 4. Insurance companies |
| d) Loan can be made for large percent of value | 5. Production credit association |
| e) Repayment schedule may be designed for individuals | 6. Merchants and dealers |
| | 7. Individuals |
| 2) Disadvantages | 8. Finance companies |
| a) Interest is higher | |
| b) May have different form of credit arrangement for various customers (This could be an advantage.) | |

— b.

- 1) Advantages
 - a) Makes loans to individuals who do not qualify for other loans
 - b) Short, intermediate and long-term loans
 - c) Reasonable rates and terms on loans
 - d) Advice, assistance and supervision given by supervisor
- 2) Disadvantages
 - a) Not intended as a permanent source of financing

b) Borrowers expected to refinance when suitable commercial sources are available

c) Secure loans only on larger acreages

1. Commercial banks

2. Farmer's home administration

3. Federal land banks

4. Insurance companies

5. Production credit association

6. Merchants and dealers

7. Individuals

8. Finance companies

c.

1) Advantages

a) Long-term mortgages

b) Low interest rates

c) Not any limits on size of loan except for self-imposed limits

2) Disadvantages

a) First mortgage loan

b) Some states prohibit short-term loans

c) Selective about areas where loans are made

d) Can not pay loan back all at once

d.

1) Advantages

a) Usually have low interest rates on long-term loans

b) Long-term loan (20-40 years)

c) More understanding on economic conditions

2) Disadvantages

a) Complicated loan procedure

b) Borrower has to buy shares

- c) Usually appraised value is low
- d) Limited funds to be loaned
- e) Allows younger individuals to borrow
- f) Will take second mortgage

___ e.

- 1) Advantages
 - a) Low interest rate
 - b) Unlimited funds
 - c) Pay interest only on amount of time used
 - d) Keeps better records
- 2) Disadvantages
 - a) Borrower has to buy shares
 - b) Short-term loans
 - c) Not conveniently located

___ f.

- 1) Advantages
 - a) Convenience in borrowing
 - b) Know personal needs
 - c) Loan approved quickly
 - d) Loans on more diversified items
 - e) Will make character loans
- 2) Disadvantages
 - a) Interest rate usually higher

b) Short-term loans

1. Commercial banks

c) Will not loan as much on land as some agencies

2. Farmer's home administration

3. Federal land banks

4. Insurance companies

5. Production credit association

6. Merchants and dealers

7. Individuals

8. Finance companies

___ h.

1) Advantages

a) Easier source of credit

b) Immediate loan approval

c) Short-term loans

d) Convenience of borrowing

2) Disadvantages

a) Interest rates extremely high

b) Usually a straight line interest rate on a longer term

c) High pressure loan agents

7. Select from the list below three factors to consider in choosing a source of credit. Check correct factors.

___ a. Time of year

___ b. Amount of the loan

___ c. Area of the state

___ d. Rate of amortizing

___ e. Repayment schedules

___ f. Size of payments

___ g. Type of loan

8. Describe investment credit and how it works.

9. List uses of investment credit.
- a.
 - b.
 - c.
10. Select the objectives of a cash flow project by placing an "X" in the appropriate blanks.
- ☐ a. Show a need to borrow
 - ☐ b. Develop a well managed flow of cash
 - ☐ c. Determine where to borrow
 - ☐ d. Determine excesses in cash
 - ☐ e. Determine deficiencies in cash
 - ☐ f. Determine what to sell
 - ☐ g. Put idle money to work

CREDIT ANALYSIS AND MANAGEMENT
UNIT I

ANSWERS TO TEST

1. a. 7
b. 9
c. 2
d. 1
e. 8
f. 6
g. 5
h. 4
i. 3
2. a. 2
b. 1
c. 3
3. a. 1
b. 3
c. 2
d. 4
4. Any two of these three:
 - a. Cost of money in money market
 - b. Service cost of making records, keeping records and collecting loans
 - c. Risk of loss
5. $\frac{400}{3000} \times \frac{24}{2} \times \frac{1}{25} = 6.4\%$

6.
 - a. 6
 - b. 2
 - c. 4
 - d. 3
 - e. 5
 - f. 1
 - g. 7
 - h. 8
7. b, e, f, g
8. Description should include:
 - a. Direct credit allowance against taxes
 - b. Limited to certain items
 - c. Basis on new property and the cash difference on used property
9.
 - a. Estimate life on long side
 - b. Depreciate an item and use investment credit if a \$50 item or more
 - c. Take investment credit on all qualified items when purchasing a business
10. a, b, d, e, g

INSURANCE
UNIT II

UNIT OBJECTIVE

After the completion of this unit, the student should be able to match various types of liability, property, life and health insurance terms to the correct definition and to select from a list the factors that influence rates for various kinds of insurance. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student will be able to:

1. Match terms associated with insurance to the proper definition.
2. Match the type liability insurance with the proper definition.
3. Match the basic auto coverages with the proper definition.
4. Explain what is meant by a 10-20-5 automobile liability policy.
5. Select from a list the factors to consider when determining what coverages to buy for an automobile.
6. Select from a list items that influence automobile insurance premiums.
7. List ways to save on automobile insurance.
8. Match the type property insurance with the correct definition.
9. Select from a list those items that influence cost of property insurance.
10. Name the basic rules to use when buying property insurance.

11. Distinguish between crop hail insurance and federal crop insurance.
12. Match the kind of life insurance policy with the characteristics of each kind.
13. Discuss in writing instances when a family income life insurance policy would be needed most.
14. Select from a list the factors that determine the amount of life insurance needed.
15. Match the kind of health insurance with the proper definition.
16. Select from a list the features of workmen's compensation insurance.
17. Select from a list the kinds of work covered by social security, and who must pay social security tax.
18. Select from a list the benefits which are paid from social security funds.
19. Select from a list the reasons social security payments may stop.
20. Evaluate a family insurance program and make recommendations for improvements.

INSURANCE
UNIT II

SUGGESTED ACTIVITIES

- I. Instructor
 - A. Provide student with objective sheet
 - B. Provide student with information and assignment sheets
 - C. Make transparency
 - D. Discuss unit and specific objectives
 - E. Discuss information and assignment sheets
 - F. Give test
- II. Student
 - A. Read objectives
 - B. Study information sheet
 - C. Complete assignment sheet
 - D. Take test

INSTRUCTIONAL MATERIALS

- I. Included in this unit
 - A. Objective sheet
 - B. Information sheet
 - C. Transparency Master #1--Social Security--Where the Money Comes From Where the Money Goes
 - D. Assignment Sheet #1--Evaluating Your Family Insurance Program
 - E. Test
 - F. Answers to test

II. References

- A. *A Teachers' Guide for Insurance: A Business and Office Curriculum Project.* Department of Vocational Education, Colorado State University, Fort Collins, Colorado, 1971.
- B. *Handbook of Life Insurance.* Kelsey-Daniels. Institute of Life Insurance, 277 Park Avenue, New York, 10017.
- C. *Your Social Security.* Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402, 1970.
- D. *Vocational Agriculture Education Core Curriculum IV.* Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1974.

INSURANCE
UNIT II

INFORMATION SHEET

I. Terms and definitions

- A. Annuity--A contract that provides an income for a specified period of time such as a number of years or for life
- B. Application--A statement of information made by a person applying for insurance

(NOTE: This becomes part of the policy.)
- C. Automatic premium loan--A provision authorizing the premium to be subtracted from policy cash values if not paid by the end of the grace period
- D. Beneficiary--Person named in the policy to receive proceeds at death of insured
- E. Cash value--Amount available in cash upon voluntary termination of policy before death
- F. Convertible--Term insurance exchanged at option of policyholder without evidence of insurability for another insurance plan
- G. Disability benefit (Waiver of Premium)--The provision added to life insurance to pay premiums if totally and permanently disabled
- H. Double indemnity--An accidental death benefit to pay double face amount in case of death by accident
- I. Endowment insurance--Insurance payable to the insured if living on maturity date or death prior to maturity
- J. Face amount--Amount stated on the face of the policy that will be paid in case of death or at maturity
- K. Grace period--A period (usually 31 days) following the premium due date during which a premium may be paid with a penalty

(NOTE: This applies only to life insurance where stated and sometimes health insurance.)

INFORMATION SHEET

- L. Group insurance--Insurance which is usually issued without medical examination on a group of persons under a single master contract
- M. Lapsed policy--A policy terminated for nonpayment of premium
- N. Policy--Document stating terms of contract that is issued to policyholder by the company
- O. Policy dividend--A refund of part of the premium on participating policies plus interest
- P. Policy loan--Cash loaned on the cash value of policy at a specified interest agreement with the policy for insurance
- Q. Premium--The payment or consideration one makes as a policyholder in agreement with the policy for insurance
- R. Insurance--Spreads the risk of one person's misfortune among a large number of persons
- S. Family income life insurance--A combination of permanent life insurance and decreasing term insurance
- T. Homeowner's policy--A combination of several coverages or protections in one policy regarding home, personal property, and liability insurance
- U. Credit insurance--Written through lending institutions on lives of borrowers

(NOTE: Most credit insurance is decreasing term policies in which the amount of insurance is equal to the unpaid portion of the mortgage.)

- V. Permanent life insurance--Includes straight life, limited pay, and endowment
- W. Term life insurance--Gives protection for a stated period of time and at the end of term is the termination of contract

Examples: 5 year term, 15 year term, decreasing term, or term to age 65

INFORMATION SHEET

- X. Liability--When one is negligent and therefore liable for injury or damage caused to someone else
(NOTE: Liability insurance protects one from claims made by other people and provides defense in the event of a groundless suit. Liability limits should be equal to assets.)
- Y. Social Security--Act of congress which provides retirement and disability income and is funded by social security tax
- Z. Co-insurance--When one is carrying part of the risk and is not fully insured
- AA. No fault insurance--In regard to auto insurance, each company pays for the insured person's damage and injury
(NOTE: State laws may amend this concept.)
- BB. Loss payable clause--Names the mortgage company on the policy whereby any claim is payable to mortgage company up to the amount of mortgage

II. Types of liability insurance

- A. Public liability--Protects policyholder from lawsuits by members of the public who suffer property or bodily injury caused by his negligence
(NOTE: This would apply to auto liability and farmer's comprehensive liability.)
- B. Employer's liability--Protects employer when he is liable for on-the-job accidents caused by his negligence
(NOTE: This covers loss of time, medical care, bodily injury, sickness and death.)
- C. Workmen's compensation--Pays the employee's medical expense regardless of who is negligent
- D. Farmer's comprehensive liability--Similar to public liability but is designed specifically for farmers

INFORMATION SHEET

III. Basic automobile coverages

- A. Bodily injury liability--Protects the policyholder financially if he or a member of his family injures someone while operating his vehicle

(NOTE: State law requires everyone to have liability insurance.)

- B. Property damage liability--Protects the policyholder financially if he or a member of his family damages someone's automobile or other property

(NOTE: Most policies also offer liability protection for one if driving a borrowed car, or if loaning one's car to someone else.)

- C. Medical reimbursement--Pays for any medical, dental, hospital, nursing, or funeral expenses incurred as the result of an auto or truck accident involving the insured vehicle regardless of fault

- D. Comprehensive physical damage--Insures auto against glass breakage, fire, theft and all weather elements

(NOTE: Policy may have no deductible or may range from \$25 to \$100 deductible.)

- E. Collision--Insurance pays for damage to one's car regardless of the burden of negligence

(NOTE: Deductible choice ranges from \$10 to \$250.)

- F. Protection against the uninsured motorist--Coverage for holder to recover loss for bodily injury caused by a person having no liability insurance

IV. Interpretation of a 10-20-5 automobile policy

- A. Ten (10) indicates insured person is protected against damages up to \$10,000 for one person

- B. Twenty (20) means insured person is protected against damages up to \$20,000 for two or more persons injured in one accident

(NOTE: This is not in addition to the \$10,000 protection for one person.)

- C. Five (5) indicates insured person is protected against property damage to others up to \$5,000

INFORMATION SHEET

(NOTE: It costs very little to raise liability limits. 100-300-100 costs as little as \$10.00 more per year than 10-20-5.)

V. Factors to consider when determining types of automobile coverages to buy

A. Liability insurance should be purchased for every licensed vehicle

B. Liability limits should be the same on all vehicles

(NOTE: Minimum liability limits should be equal to one's assets.)

C. It is advisable to carry medical insurance on every vehicle

(NOTE: Medical payments cover passengers as well as the one insured and family.)

D. Consider dropping comprehensive and collision insurance when

1. The car is paid for and there is no bank note

2. One can afford to repair the car from personal funds

3. One can do without the automobile if destroyed

4. The value of car is not more than the cost of comprehensive and collision premium

(NOTE: All these factors should be considered and applied to each individual circumstance.)

VI. Items that influence automobile insurance premiums

A. Number of basic coverages one carries

B. Area in which one lives

C. Value and size of automobile

D. Age

E. Sex

(NOTE: Boys' rates are higher than girls'.)

INFORMATION SHEET

- F. Marital status
- G. Distance one drives to work
- H. Use of car--business or pleasure
- I. Driving habits of individuals
- J. Claims paid on policy during past three year period
- K. Rates must be similar for equal risks
- L. Cost of repairs

(NOTE: Rates are set by each insurance company, and the insurance commission regulates these rates.)

VII. Ways to save on automobile insurance

A. Safe driver discount

(NOTE: Some companies give a ten to twenty percent discount on basic premiums to those with a three year record of no involvement in accidents where they were at fault or convicted of traffic violations.)

B. Driver education discount

(NOTE: Discount varies from company to company, but the course must meet national standards and be successfully completed.)

C. Two or more cars discount

VIII. Types of property insurance

- A. Fire and extended coverage--Protects dwellings, farm buildings and personal property against the perils of fire, lightning, wind, hail, explosion, riot and civil commotion

(NOTE: Property does not have to be owner occupied.)

- B. Homeowners--A package policy generally for town property that insures the dwelling, additional private structures, personal property such as household goods, and comprehensive personal liability; to qualify for this policy, the dwelling must be owner occupied

INFORMATION SHEET

(NOTE: Homeowners insures against damage from fire, and extended coverage as described in item A, plus theft, vehicle damage, falling objects, weight of ice and snow, freezing of plumbing system, and hot water heater rupture.)

- C. Farm owners--Same as homeowners plus optional coverages of farm barns and buildings, machinery, grain, hay livestock, tools and equipment, and employer's liability

IX. Items that influence cost of property insurance

- A. Amount of protection
- B. Type of construction (wood or brick)
- C. Location
- D. Distance from fire department
- E. Period of time covered

X. Basic rules for buying property insurance

- A. Do not insure if financially able to do without or to replace with personal funds or if a loss would not hamper the farm operation
- B. Insure if there is a loan against property under personal ownership
- C. Write enough coverage to replace the loss

XI. Crop hail and federal crop insurance

A. Crop hail

- 1. An insurance company policy that protects against loss by hail or fire; optional coverage is loss by wind
- 2. The amount of loss payable is the amount of insurance multiplied by the percentage of damage
- 3. Damage percentage is determined by sampling methods that are agreeable to both parties

INFORMATION SHEET

B. Federal crop insurance

1. Provides "all risk" crop investment insurance
2. Does not insure profit for the farmer or cover avoidable losses such as those caused by neglect or poor farming practices
3. Pays up to the guaranteed yield

(NOTE: If actual yield is as much as guarantee then no payment is made regardless of extent of loss.)

XII. Kind of life insurance policies

A. Term insurance

1. Covers the stated number of years or term that the policy is in effect
2. Usually does not accumulate any cash value
3. Insurance protection ends when the stated term expires
4. Used for business insurance protection, creditor's risk, and general family protection
5. For the time contracted, it is the cheapest form of life insurance
6. Chances of death increase with age, therefore policy rates are higher for each succeeding period
7. No guarantee of renewal
8. Group insurance is usually term insurance

B. Straight life insurance (Whole life or ordinary life)

1. Provides lifetime protection
2. Most widely used of all permanent life insurance
3. Costs less annually than any other kind of lifetime protection
4. Premiums are paid throughout the policyholder's lifetime

INFORMATION SHEET

5. Policy accumulates a cash value
6. Policyholder may borrow the cash value of his policy

C. Limited payment life insurance

1. Provides lifetime protection
2. Premiums are paid only during a specified period of time
3. Fewer premiums are necessary so each one is larger
4. Accumulates cash value
5. Twenty year, or thirty year pay, or paid up at 65 are examples of limited payment life insurance

(NOTE: Anyone having above average income for a few years might consider this type of insurance.)

D. Endowment life insurance

1. Policy puts emphasis on savings more than any other life insurance
2. Purpose is to accumulate a certain amount of money in a specified period, while providing life insurance
3. If policyholder lives, whole amount of policy is paid to him when endowment comes due
4. If policyholder dies before the period has elapsed, the full amount of the policy is paid to beneficiary
5. Expensive form of insurance for protection
6. Suits those who wish money for educating children or during retirement

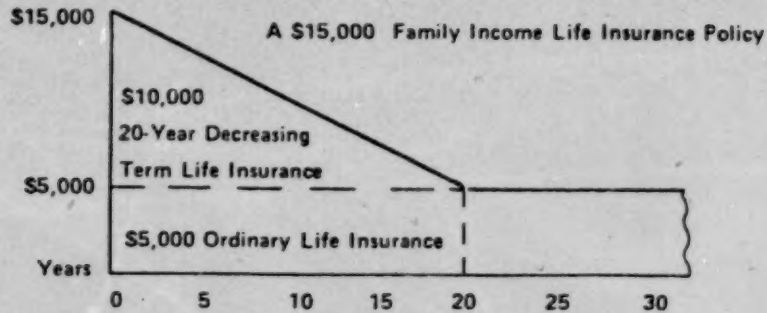
XIII. Instances when family income life insurance is needed most

(NOTE: Combination of permanent life and decreasing term insurance.)

- A. When there are small children to be reared or educated
- B. While policyholder is paying off mortgage

INFORMATION SHEET

Example: The chart below illustrates a common form of family income policy



(NOTE: If the policy shown had been in effect for fifteen years, the beneficiary would receive monthly income payments for the remaining five years of the policy.)

XIV. Factors that determine amount of life insurance needed

- A. Family's income and net worth
- B. Size of the family
- C. Age and sex of the children
- D. Skills and abilities of the wife and older children
- E. Indebtedness of the family
- F. Long-time goals including college education for the children

(NOTE: A qualified insurance agent is able to program one's insurance needs. Know the insurance agent and have confidence in him. There is usually a need for revision of your insurance needs.)

XV. Kinds of health insurance

- A. Hospital-surgical-medical
 - 1. Known as first dollar coverage with a small deductible clause

Example: \$20, \$50, or \$100 deductible

INFORMATION SHEET

2. Usually has specified limits on room and board, hospital special charges, surgery and out patient care

B. Major medical

1. Pays for expenses associated with a catastrophe and has a large deductible clause of from \$100 to \$1,000 but has a large benefit limit

Example: \$10,000 to \$20,000

2. Usually covers most all expenses over the deductible with possible a limit on room, board and surgery
3. Has larger benefit period than hospital-surgical-medical

Example: Three years

4. Major medical usually pays 80% for eligible expenses for the first one to five thousand dollars and 100% thereafter until maximum benefits are reached

C. Disability income

1. Pays a stated amount while a person is disabled because of injury or illness
2. Deductibles on disability income are called waiting periods

(NOTE: This is the period between the start of disability and beginning of payment.)

3. Has different combinations of waiting periods

(NOTE: Example: 0/0 means no waiting period for accident or sickness, 30/90 means 30 day waiting period for accidents and 90 day waiting period for sickness.)

4. Variations in length of benefit periods may be purchased

Example: Life time benefits for accidents and five year benefits for sickness

5. Usually there are smaller benefits for partial disability

INFORMATION SHEET

(NOTE: The hospital-surgical-medical, major medical, and disability income policies can be purchased in group plans, individual plans, and family plans. Many employers of larger firms provide group plans for employees.)

XVI. Features of workmen's compensation

- A. In effect in all states
- B. Employer must insure employees
- C. Covers injury on the job
- D. Covers illness as a result of job
- E. Pays percentage of earnings while disabled
- F. Pays accidental death benefits
- G. Protects the employer regardless of who is negligent
- H. Applies usually to firms with four or more full time employees

(NOTE: Dairys and feedlots with three or more employees may come under workmen's compensation.)

XVII. Kinds of work covered by social security

- A. Almost every kind of employment and self-employment
(NOTE: Some occupations are covered only if certain conditions are met.)
- B. Self-employed farmers and ranchers
(NOTE: If net earnings from self-employment are \$400 or more a year.)
- C. Farm employees--Social security credits are earned while working for a farmer, a ranch operator, or a farm labor crew leader
 - 1. If the employer pays \$150 or more in cash during the year for farm work
 - 2. If farm work for the employer involves twenty or more days during the year for cash wages

INFORMATION SHEET

XVIII. Benefits paid from social security (Transparency 1)

- A. Monthly retirement benefits--Payable in full at age 65 with reduced benefits as early as age 62
- B. Monthly survivor's benefits are payable to the following
 - 1. Widow at 62
 - 2. Unmarried children under 18 (Under 22, if full-time student)
 - 3. Children 18 or over if disabled before age 18
 - 4. Widow at any age if she is caring for child under 18
 - 5. Widow as early as age 50 if she has a severe disability
 - 6. Dependent parents 62 or over
 - 7. Dependent widower 62 or over
- C. Monthly disability benefits--Payable to one before 65 with severe disability that has lasted at least 12 months
- D. Medicare--A two-part health insurance program for older people
- E. Lump sum for funeral expenses payable to survivor at death of the person paying social security

XIX. Reasons social security payments stop

- A. Marriage to one who is not covered by social security insurance payments
 (NOTE: An exception is for the widow who remarries after reaching age 60.)
- B. Divorce--All payments end if divorce is granted unless one is age 62 or older or if the marriage lasted at least thirty continuous years
- C. No child "in her care"--Payment to wife under 62 stops when she no longer has a child under 18 or disabled
- D. Child reaches 18--Payments stop unless he is disabled or a full-time unmarried student

INFORMATION SHEET

- E. Adoption--Payments end unless person is adopted by step-parent, grandparent, aunt, uncle, brother, or sister
- F. Death--Applies to any person receiving monthly benefits.
- G. Disability--If no longer disabled, payments stop to dependents

SOCIAL SECURITY

Where the Money Comes From, Where the Money Goes

Retirement, Survivors, Disability, and Hospital Insurance

Contributions paid during working years by
Employers Self-Employed People
Employees

3 Separate Funds



Trust Fund Money Used for Benefits



Voluntary Medical Insurance

Premiums by people 65
or over who sign up-
Equal contribution
by government

A Separate Trust Fund



INSURANCE UNIT II

ASSIGNMENT SHEET #1--EVALUATING YOUR FAMILY INSURANCE PROGRAM

With the help of your parents, complete the following information in regard to your family insurance program.

1. Review of your automobile insurance.

Auto	Liability			
Description	Limits	Medical	Comprehensive	Collision

- | | |
|---|----------------|
| a. Liability limits are the same on each vehicle. | Yes ___ No ___ |
| b. Liability limits are equal to family assets. | Yes ___ No ___ |
| c. Each vehicle has medical coverage. | Yes ___ No ___ |
| d. Comprehensive and collision should be dropped on older vehicles. | Yes ___ No ___ |
| e. Comprehensive and collision should be added to one or more vehicles. | Yes ___ No ___ |
| f. All vehicles have liability coverage. | Yes ___ No ___ |
| g. Using the information and recommendations included in this unit, what changes would you recommend in the coverages of your family vehicle? | |

ASSIGNMENT SHEET #1

2. Review of your property insurance program.

Description	Amount of Coverage
Dwelling	_____
Contents	_____
Garage	_____
Barn	_____
Other Building #1	_____
Other Building #2	_____
Other Building #3	_____
Farm liability or personal liability	_____
Machinery	_____
Tools	_____
Livestock	_____
Grain	_____
Hay	_____
Other	_____

a. Our property is fully insured. Yes ___ No ___

(NOTE: To be fully insured and avoid co-insurance on the dwelling, it must be insured for at least eighty percent of replacement cost.)

b. In the event house and contents were lost to fire, insurance would replace same house, all clothes, furniture, appliances, books, etc. Yes ___ No ___

c. All barns vital to farm operation are insured. Yes ___ No ___

d. All tools, machinery, hay and grain vital to the farm operation are insured. Yes ___ No ___

e. Liability limits are adequate to protect farm or property in the event of a suit. Yes ___ No ___

ASSIGNMENT SHEET #1

- f. Liability coverage includes protection for employees. Yes ___ No ___
- g. Crop hail or federal crop insurance is used on our farm. Yes ___ No ___
- h. Based on information and recommendations in this unit, what suggestions would you make in your family's property insurance coverage?

3. Review your family's life insurance program.

	Amount of Policy	Kind of Policy
Father	_____	_____
Mother	_____	_____
Yourself	_____	_____
Brother	_____	_____
Sister	_____	_____

- a. In event of death of your father, there would be enough cash, including life insurance proceeds, to pay all debts, funeral expenses, etc. Yes ___ No ___
- b. After paying debts and expenses, family income would be such to insure adequate education for all children. Yes ___ No ___
- c. Enough cash to pay state and estate taxes will be available in the event of death of mother or father. Yes ___ No ___
- (NOTE: For more information, check with your accountant, attorney, or insurance agent.)
- d. Members of my family have term insurance coverage that should be converted to permanent coverage. Yes ___ No ___

ASSIGNMENT SHEET #1

4. Review of health insurance and social security.

- a. All members of family are covered by health insurance. Yes ___ No ___
- b. Hospital surgical type coverage is included in our policy. Yes ___ No ___
- c. Major medical coverage is included in our policy. Yes ___ No ___
- d. At least one member of family is covered by disability income or workmen's compensation. Yes ___ No ___
- e. My parents and I have recently checked our accounts with social security to verify the credit of all payments. Yes ___ No ___

(NOTE: Any mistakes the social security administration has made during the past three years can be corrected. Mistakes not corrected within three years are lost.)

- f. If answer to "e" was no obtain from your postmaster a card which may be mailed to the social security administration for verification of your payments.

INSURANCE UNIT II

TEST

1. Match the following definitions with the terms on the right.

(NOTE: Answers to "a" through "m" are listed on this page.)

- | | |
|--|---------------------------------|
| ___ a. Insurance payable to the insured if living on maturity date or death prior to maturity | 1. Endowment insurance |
| ___ b. An accidental death benefit to pay double face amount in case of death by accident | 2. Disability benefit |
| ___ c. The provision added to life insurance to pay premiums if totally and permanently disabled | 3. Double indemnity |
| ___ d. Gives protection for a stated period of time and at the end of term is the termination of contract | 4. Insurance |
| ___ e. Includes straight life, limited pay, and endowment | 5. Premium |
| ___ f. Written through lending institutions on lives of borrowers | 6. Family income life insurance |
| ___ g. A combination of several coverages or protections in one policy regarding home, personal property and liability insurance | 7. Credit insurance |
| ___ h. A combination of permanent life insurance and decreasing term insurance | 8. Term life insurance |
| ___ i. When one is negligent and therefore liable for injury or damage caused to someone else | 9. Permanent life insurance |
| ___ j. Act of congress which provides retirement and disability income and is funded by social security tax | 10. Homeowner's policy |
| | 11. Liability |
| | 12. Co-insurance |
| | 13. Social Security |

- ___ k. When one is carrying part of the risk and is not fully insured
- ___ l. Spreads the risk of one person's misfortune among a large number of persons
- ___ m. The payment or consideration one makes as a policyholder in agreement with the policy for insurance

(NOTE: Answers to "n" through "bb" are listed on this page.)

- | | |
|--|----------------------------|
| ___ n. Cash loaned on the cash value of policy at a specified interest rate | 14. Cash value |
| ___ o. Term insurance exchanged at option of policyholder without evidence of insurability for another insurance plan | 15. Automatic premium loan |
| ___ p. Amount available in cash upon voluntary termination of policy before death | 16. Annuity |
| ___ q. A contract that provides an income for a specified period of time such as a number of years or for life | 17. Application |
| ___ r. A statement of information made by a person applying for insurance | 18. Beneficiary |
| ___ s. A provision authorizing the premium to be subtracted from policy cash values if not paid by the end of the grace period | 19. Convertible |
| ___ t. Person named in the policy to receive proceeds at death of insured | 20. Policy loan |
| ___ u. Amount stated on the face of the policy that will be paid in case of death or at maturity | 21. Policy |
| ___ v. A period (usually 31 days) following the premium due date during which a premium may be paid without a penalty | 22. Group insurance |
| | 23. Face amount |
| | 24. Loss payable clause |
| | 25. Grace period |
| | 26. Lapsed policy |
| | 27. Policy dividend |
| | 28. No fault insurance |

- ___ w. Insurance which is usually issued without medical examination on a group of persons under a single master contract
- ___ x. A policy terminated for nonpayment of premium
- ___ y. Document stating terms of contract that is issued to policyholder by the company
- ___ z. A refund of part of the premium on participating policies plus interest
- ___ aa. Names the mortgage company on the policy whereby any claim is payable to mortgage company up to the amount of mortgage
- ___ bb. In regard to auto insurance, everyone's company will pay for their own damage and injury

2. Match the following definitions of liability insurance with the terms on the right.

- | | |
|---|-------------------------------------|
| ___ a. Pays the employee's medical expense regardless of who is negligent | 1. Public liability |
| ___ b. Similar to public liability but is designed specifically for farmers | 2. Employer's liability |
| ___ c. Protects policyholder from lawsuits by members of the public who suffer property or bodily injury caused by his negligence | 3. Workmen's compensation |
| ___ d. Protects employer when he is liable for on-the-job accidents caused by his negligence | 4. Farmer's comprehensive liability |

3. Match the basic auto coverages with the terms on the right.

- | | |
|---|--|
| ___ a. Insurance pays for damages to one's car regardless of the burden of negligence | 1. Protection against uninsured motorist |
| ___ b. Pays for any medical, dental, hospital, nursing, or funeral expenses incurred as the result of an auto or truck accident involving the insured vehicle regardless of fault | 2. Bodily injury liability |
| | 3. Property damage liability |
| | 4. Medical reimbursement |

- ☐ c. Protects the policyholder financially if he or a member of his family injures someone while operating his vehicle
 - ☐ d. Protects the policholder financially if he or a member of his family damages someone's automobile or other property
 - ☐ e. Insures auto against glass breakage, theft and all weather elements
 - ☐ f. Coverage for holder to recover loss for bodily injury caused by a person having no liability insurance
4. Explain what is meant by a 10-20-5 automobile liability policy.
5. Comprehensive physical damage
6. Collision

5. Select from the list below the factors that determine what automobile coverages to buy. Place an "X" by the correct factors.

- ☐ a. Liability insurance should be purchased for every licensed vehicle
- ☐ b. Liability limits should be less on automobiles not used very often
- ☐ c. It is not advisable to carry medical insurance on every vehicle
- ☐ d. Consider dropping comprehensive and collision insurance when able to afford repair on the car from personal funds

6. Select from the list below items that influence automobile insurance premiums. Place an "X" by the correct items.

- ☐ a. Number of basic coverages one carries
- ☐ b. Area in which one lives
- ☐ c. Name of car manufacturer
- ☐ d. Age
- ☐ e. Sex
- ☐ f. Height
- ☐ g. Driving habits of individuals

7. List two ways to save on automobile insurance.

- a.
- b.

8. Match the types of property insurance on the right with the proper definition.

- | | |
|---|--|
| ☐ a. A package policy generally for town property that insures the dwelling, additional private structures, personal property such as household goods, and comprehensive personal liability; to qualify for this policy, the dwelling must be owner occupied | 1. Fire and extended coverage
2. Homeowners
3. Farm owners |
| ☐ b. Protects dwelling, farm buildings, and personal property against the perils of fire, lightning, wind, hail, explosion, riot, and civil commotion | |
| ☐ c. Same as homeowners plus optional coverages of farm barns and buildings, machinery, grain, hay, livestock, tools and equipment, and employer's liability | |

9. Select from the list the items that influence the cost of property insurance. Place an "X" by the correct items.
- ☐ a. Amount of protection
 - ☐ b. Type of construction (wood or brick)
 - ☐ c. Age of people living on property
 - ☐ d. Distance from fire department
 - ☐ e. Marital status of applicant
10. Name two basic rules to use when buying property insurance.
- a.
 - b.
11. Distinguish between crop hail and federal crop insurance by writing "crop hail" or "federal crop" as it applies to the following statements.
- ☐ a. Pays up to the guaranteed yield
 - ☐ b. An insurance company policy that protects against loss by hail or fire; optional coverage is loss by wind
 - ☐ c. The amount of loss payable is the amount of insurance multiplied by the percentage of damage
 - ☐ d. Provides "all risk" crop investment insurance
 - ☐ e. Damage percentage is determined by sampling methods that are agreeable to both parties
 - ☐ f. Does not insure profit for the farmer or cover avoidable losses such as those caused by neglect or poor farming practices
12. Match the characteristics on the left with the correct kind of life insurance on the right.

(NOTE: These terms can be used more than once.)

- | | |
|--|-----------------------------------|
| ☐ a. Covers the stated number of years or term that the policy is in effect | 1. Term insurance |
| ☐ b. Premiums are paid throughout the policyholder's lifetime | 2. Limited payment life insurance |
| | 3. Endowment life insurance |

- ___ c. Premiums are paid only during a specified period of time; provides lifetime protection
 - ___ d. No guarantee of renewal
 - ___ e. Policy puts emphasis on savings more than any other life insurance
 - ___ f. Expensive form of insurance for protection
 - ___ g. Most widely used of all permanent life insurance
4. Straight life insurance
13. List two instances when a family income life insurance policy would be needed most.
- a.
 - b.
14. Select from the list below the factors that determine the amount of life insurance needed. Place an "X" by the proper factors.
- ___ a. Size of the family
 - ☒ b. Age and sex of children
 - ___ c. Indebtedness of the family
 - ___ d. Location within the state
 - ___ e. Race
15. Match the kind of health insurance on the right with the proper definition.
- (NOTE: These terms can be used more than once.)
- | | |
|--|------------------------------|
| ___ a. Pays for expenses associated with a catastrophe and has a large deductible clause of from \$100 to \$1000 but has a large benefit limit | 1. Hospital-surgical-medical |
| ___ b. Known as first dollar coverage with a small deductible clause | 2. Major medical |
| ___ c. Pays a stated amount while a person is disabled because of injury or illness | 3. Disability income |

- | | | |
|-----------------------------|--|------------------------------|
| ☐ d. | Usually pays 80% for eligible expenses for the first one to five thousand dollars and 100% thereafter until maximum benefits are reached | 1. Hospital-surgical-medical |
| ☐ e. | Usually has specified limits on room and board, hospital special charges, surgery, and out patient care | 2. Major medical |
| | | 3. Disability income |

16. Select from the list below the features of workmen's compensation for those who qualify. Place an "X" by the statement.

- ☐ a. Employer must insure employees
- ☐ b. Covers injury on the job
- ☐ c. Pays percentage of earnings while disabled
- ☐ d. Usually applies to firms with two full time employees
- ☐ e. Pays death benefits regardless of cause
- ☐ f. Protects the employee unless he is negligent

17. Select from the list below the kinds of work covered by social security. Place an "X" by correct answers.

- ☐ a. Almost every kind of employment and self-employment
- ☐ b. Farm employee working fifteen days for a farmer and receiving \$140.00 for his work
- ☐ c. Self-employed farmers and ranchers

18. Select from the list below the benefits that are paid from social security funds. Place an "X" by the correct statements.

- ☐ a. Monthly survivors benefits to a widow at age 62
- ☐ b. Monthly survivors benefits to a widow at any age if she is caring for a child under 18
- ☐ c. Full benefits for retirement at age 62
- ☐ d. Medicare--A two-part health insurance program for older people

19. Select from the list below the reasons social security payments stop. Place an "X" by the correct answers.
- ☐ a. All payments end if divorce is granted unless one is 62 or older or if the marriage lasted at least thirty continuous years
 - ☐ b. Payments to wife under 62 stop when she no longer has a child under 24 or disabled
 - ☐ c. When a person is no longer disabled, payments stop to dependents
 - ☐ d. When a dependent child reaches 18, payments stop even if he is a full time student
 - ☐ e. Payments stop whenever a dependent child is adopted unless adopted by stepparent, grandparent, aunt, uncle, brother or sister
20. Evaluate a family insurance program and recommend needed changes.

(NOTE: If this activity has not been accomplished prior to this test, ask the instructor when this is to be completed.)

INSURANCE
UNIT II

ANSWERS TO TEST

1. a. 1
b. 3
c. 2
d. 8
e. 9
f. 7
g. 10
h. 6
i. 11
j. 13
k. 12
l. 4
m. 5
n. 20
o. 19
p. 14
q. 16
r. 17
s. 15
t. 18
u. 23
v. 25
w. 22
x. 26
y. 21
z. 27
aa. 24
bb. 28

2.
 - a. 3
 - b. 4
 - c. 1
 - d. 2
3.
 - a. 6
 - b. 4
 - c. 2
 - d. 3
 - e. 5
 - f. 1
4.
 - a. Ten indicates insured person is protected against damages up to \$10,000 for one person
 - b. Twenty means insured person is protected against damages up to \$20,000 for two or more persons injured in one accident
 - c. Five indicates insured person is protected against property damage to others up to \$5,000
5. a, d
6. a, b, d, e, g
7. Any two of the following:
 - a. Safe driver discount
 - b. Driver education discount
 - c. Two or more cars discount
8.
 - a. 2
 - b. 3
 - c. 1
9. a, b, d

10. Any two of the following:
 - a. Do not insure if financially able to do without or to replace with personal funds or if a loss would not hamper the farm operation
 - b. Insure if there is a loan against property under personal ownership
 - c. Write enough coverage to replace the loss
11.
 - a. federal crop
 - b. crop hail
 - c. crop hail
 - d. federal crop
 - e. crop hail
 - f. federal crop
12.
 - a. 1
 - b. 4
 - c. 2
 - d. 1
 - e. 3
 - f. 3
 - g. 4
13.
 - a. When there are small children to be educated or reared
 - b. While policyholder is paying off mortgage
14. a, b, c
15.
 - a. 2
 - b. 1
 - c. 3
 - d. 2
 - e. 1

- 16. a, b, c
- 17. a, c
- 18. a, b, d
- 19. a, c, e
- 20. Evaluated to the satisfaction of the instructor.

TAX MANAGEMENT UNIT III

UNIT OBJECTIVE

After completion of this unit, the student should be able to list reasons good records are important and to match the advantages and disadvantages to the proper method of reporting farm income. He should be able to complete a 1040A form. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on a unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms and definitions associated with tax management.
2. Name reasons good records are important for income tax management.
3. Match methods of reporting farm income to the correct descriptions.
4. Match the method of depreciation with the proper definition.
5. Determine annual depreciation when using the straight line method.
6. Select from a list those who must file an income tax return.
7. Complete a short form 1040A and transfer the information when given an assimilated situation.

TAX MANAGEMENT
UNIT III

SUGGESTED ACTIVITIES

- I. Instructor
 - A. Provide student with objective sheet
 - B. Provide student with information and assignment sheets
 - C. Discuss unit and specific objectives
 - D. Discuss information and assignment sheets
 - E. Give test
- II. Student
 - A. Read objectives
 - B. Study information sheet
 - C. Complete assignment sheets
 - D. Take test

INSTRUCTIONAL MATERIALS

- I. Included in this unit
 - A. Objective sheet
 - B. Information sheet
 - C. Assignment sheets
 - 1. Assignment Sheet #1--Calculating Straight Line Depreciation
 - 2. Assignment Sheet #2--Completing Short Form 1040A
 - D. Answers to assignment sheets
 - E. Test
 - F. Answers to test

II. References

- A. *Doane's Farm Management Guide*. St. Louis, Missouri: Doane Agriculture Service, Inc., 1971.
- B. *Farm Income Tax Management*. Stillwater, Oklahoma: Extension Service, Oklahoma State University.
- C. *Your Federal Income Tax, Publication 17*. U. S. Treasury Department, Internal Revenue Service, 1973.
- D. *Vocational Agriculture Education Core Curriculum IV*. Stillwater, Oklahoma: State Department of Vocational and Technical Education, 1974.

III. Optional teaching aids

- A. U. S. Treasury Department Internal Revenue Service, *Teaching Taxes Program*, Teacher's Guide, 1976 edition, Publication 19.
- B. U. S. Treasury Department, Internal Revenue Service, *Farm Edition*, Publication 22.

(NOTE: Publication #22 and #19 may be ordered free of charge from the Internal Revenue Service.)

C. Films

(NOTE: Internal Revenue District Offices have several tax films which can be borrowed on request.)

TAX MANAGEMENT
UNIT III

INFORMATION SHEET

I. Terms and definitions

- A. Schedule F--A tax form used along with the 1040 form to complete farm income and expenses
- B. Market livestock--Animals raised on farm primarily for sale
- C. Purchased livestock--Animals bought for resale
- D. Other farm income--Farm income received other than sale of crops and livestock

(NOTE: This includes machine hire, Government payments and patronage dividends.)

- E. Depreciation--Decline in value of an asset due to such causes as wear and tear, action of elements, obsolescence and inadequacy

- F. Assets--Items or resources owned

- G. Tax basis--Dollar amount used to compute depreciation

(NOTE: As depreciation accumulates the tax basis decreases. Tax basis does not necessarily have any relation to market value. Usually the cost of a purchased asset is the starting basis.)

- H. Salvage value--Value of an asset at the end of its useful life

- I. Self-employed--Person operating his own business

(NOTE: The operation can be on your own farm through your own personal labor or with hired labor, as a tenant, or as a member of a partnership.)

- J. Ad valorem tax--Assessment taxes against real property, personal property, and public service property

(NOTE: The greater part of ad valorem taxes goes for the support of public schools and is used for the support of county and sometimes city government. This may vary in different states.)

INFORMATION SHEET

- K. Income averaging--Permits the taxpayer who receives an unusually large amount of income in one year to be taxed on this income as if it had been received over a five year period

II. Reasons good records are important for tax management

- A. Records identifying receipts make it possible to substantiate the fact that some of these receipts are from a source which makes them non-taxable
- B. If expenses are not recorded at the time they are incurred or paid, some may be overlooked or forgotten when preparing a tax return

(NOTE: An overlooked item of \$25 could cost you \$5 or more in extra tax dollars.)

- C. The cost of farm assets should be recorded so the depreciation allowance can be determined
- D. Upon audit of an income tax return by the Internal Revenue Service, accurate records are needed to verify the items reported
- E. If records show the date an asset was acquired, for what it was used, and whether it was sold, traded, destroyed or otherwise disposed of, capital gains provisions of the law or 100 percent loss provisions can sometimes be claimed
- F. Records are valuable for efficient management and provide a basis for analyzing a business and for obtaining credit
- G. Records should establish the amount of earnings to be reported for self-employment social security tax purposes

(NOTE: Cancelled checks and deposit slips are the best verifications of transactions.)

III. Methods of reporting income

- A. Cash method--Income is reported in the year cash or its equivalent is received from the sales of produce or property or for services performed; deductions for expense items are made in the year in which they were paid out

INFORMATION SHEET

- B. Accrual method--Use inventories of livestock, crops, produce, feed and supplies, to determine gross income; sales are treated as income when the price of the item is recoverable; expenses are deductible when payable
- C. Crop method--If producing a crop that takes more than a year from planting to harvesting and selling, one may use the crop method of accounting: the expenses of producing the crop are deducted in the year of sale; profit or loss is not determined until the crop is harvested and sold

(NOTE: Sugar cane is an example of a crop suited for the crop accounting method because the growing period is more than one year.)

IV. Methods of depreciation

- A. Straight line--Yearly depreciation consists of dividing total anticipated depreciation by the number of years asset is expected to last less salvage value
- B. Diminishing balance--A fixed rate of depreciation is used every year and applies to the value of the asset at the beginning of the year

(NOTE: The rate of depreciation should be near twice that used for straight line method.)

- C. Sum-of-the-digits method--Annual depreciation is determined by multiplying a fraction times the amount to be depreciated

(NOTE: The amount to be depreciated is cost minus salvage value.)

- D. Addition first year depreciation--An additional 20 percent first year depreciation on new or used tangible personal property may be used if proper provisions are met

INFORMATION SHEET

Example: Cost of new tractor	\$17,500.00
One shot depreciation (20% x 17,500)	3,500.00
Adjusted basis	<u>\$14,000.00</u>
Less: Estimated salvage value	<u>200.00</u>
Adjusted basis for depreciation	\$13,800.00
Divided by expected life	1,380.00
Add: 20% depreciation above	3,500.00
Total current allowable depreciation	4,880.00

(NOTE: After taking the 20 percent depreciation, regular depreciation may be taken on the remaining cost basis from the date of purchase to the end of the year. The following provisions must be met in order to claim additional first year depreciation:

1. The property must have a useful life of six years or more
2. The total cost of such properties is not more than \$10,000 (\$20,000 on a joint return)
3. Property is not acquired from spouse, parent, child or other ancestor or lineal descendant
4. Property is not acquired in transactions between certain related partnerships, corporations, stockholders, beneficiaries, or grantors of trusts
5. If property is acquired through a trade, only the difference paid is subject to this additional depreciation)

V. Calculating straight line depreciation

- A. Original cost--\$300.00
- B. Expected life--10 years
- C. Salvage value--\$20.00
- D. Annual depreciation--\$300.00 minus \$20.00 = \$280.00
divided by 10 years equals \$28.00 per year

INFORMATION SHEET

VI. Who must file a return

- A. A single individual under 65 years of age having \$2350 or more gross income for the year
- B. A single individual over age 65 having \$3100 or more gross income for the year
- C. Any individual who may be claimed as the dependent of another taxpayer must file a return if gross income is \$750 or more

(NOTE: An unmarried full time student may earn \$2350 per year and still be claimed as a dependent.)

- D. Married persons under 65 years of age having the combined gross income of \$3400 per year provided a joint return is used
 - E. Married persons, one being above 65 years of age, having a combined gross income of \$4150 per year provided a joint return is filed
 - F. Married persons, both 65 years or older having a combined gross income of \$4900 per year provided a joint return is filed
 - G. Self-employed persons having net earnings from self-employment of \$400 or more per year
- (NOTE: This applies to any self-employed person regardless of age.)
- H. If income tax was withheld during the year but not enough income earned to file a return one can get a refund by filing and still be claimed as a dependent by another taxpayer
 - I. A surviving wife or husband of a decedent who would have been required to file had he lived, and no executor, administrator, or legal representative has been appointed

TAX MANAGEMENT
UNIT III

ASSIGNMENT SHEET #1--CALCULATING STRAIGHT LINE DEPRECIATION

Using the information below, calculate the depreciation using the straight line method.

1. Tractor

- a. Original cost \$10,000.00
- b. 3 years old
- c. Expected life 10 years
- d. Salvage value--\$700.00
- e. Yearly depreciation _____

2. Portable grinder-mixer

- a. Original cost \$2,000.00
- b. 1 year old
- c. Expected life 7 years
- d. Salvage value--\$500.00
- e. Yearly depreciation _____

3. 16 foot stock trailer

- a. Original cost \$800.00
- b. 4 years old
- c. Expected life 5 years
- d. Salvage value--\$200.00
- e. Yearly depreciation _____

TAX MANAGEMENT
UNIT IIIASSIGNMENT SHEET #2--COMPLETING SHORT FORM 1040A WHEN A RETURN IS
REQUIRED

The following information was used to complete short form 1040A.

- A. Dan Jones is a student who lives with his parents in Sallisaw, Oklahoma 74955.
- B. Dan's social security number is 597-15-1876.
- C. Dan worked for a construction company and earned \$2420 of which \$141.57 was withheld for social security and \$381.70 was withheld for federal income tax.
- D. Note
 - 1. Form 1040A
 - a. Standard deduction
 - b. Income only from wages, salary, tips, dividends, interest
 - 2. Not required to file--Earned less than \$2350 and filed Form W-4E
 - 3. Should file to claim a refund--Even if you earned less than \$2350, but filed a Form W-4 sometime in the year
 - 4. Claiming a refund--1040A should be used to claim a refund on income under \$2350
 - 5. Tax tables
 - a. Can be used with either 1040 or 1040A
 - b. Adjusted gross income cannot exceed \$15,000
 - c. Must take standard deduction
 - 6. Tax rate schedule
 - a. Use if adjusted gross income is more than \$15,000
 - b. Use if you itemize deductions

ASSIGNMENT SHEET #2

Short Form 1040A

U.S. Individual Income Tax Return

Department of the Treasury
Internal Revenue Service

1975

Please print or type	Name (if joint return, give first names and initials of both) DAN	Last name JONES	Your social security number 597-15-1876	For Privacy Act Notification, see page 2 of Instructions.
	Present home address (Number and street, including apartment number, or rural route) 506 PENNANT ST.		Spouse's social security no.	For IRS use only
	City, town or post office, State and ZIP code SALLISAW, OKLAHOMA 74955		Occupation Yours LABORER Spouse's	
Requested by Census Bureau for Revenue Sharing	A In what city, town, village, etc., do you live? SALLISAW	B Do you live within the legal limits of the city, town, etc.? ☒ Yes ☐ No ☐ Don't know	C In what county and State do you live? County SEQUOIA State OK	D In what township do you live? (See page 5.)
Filing Status	1 ☒ Single (check only ONE box)	Exemptions	6a Regular ☒ Yourself ☐ Spouse	Enter number of boxes checked L
	2 ☐ Married filing joint return (even if only one had income)		b First names of your dependent children who lived with you	Enter number
	3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here		c Number of other dependents (from line 22)	
	4 ☐ Unmarried Head of Household (See page 4 of Instructions)		d Total (add lines 6a, b, and c)	1
	5 ☐ Qualifying widow(er) with dependent child (Year spouse died 19). See page 4 of Instructions.		e Age 65 or over ☐ Yourself ☐ Spouse Blind ☐ Yourself ☐ Spouse	Enter number of boxes checked
8 Presidential Election Campaign Fund	Do you wish to designate \$1 of your taxes for this fund? ☒ Yes ☐ No If joint return, does your spouse wish to designate \$1? ☒ Yes ☐ No		Note: If you check the "Yes" boxes, it will not increase your tax or reduce your refund.	
9 Wages, salaries, tips, and other employee compensation (Attach Forms W-2. If unavailable, see page 6 of Instructions)	9	2420		
10a Dividends (if over \$400, see Instructions)	10b Less exclusion \$	Balance	10c	
11 Interest income (if over \$400, see Instructions at top of page 3)	11			
12 Total (add lines 9, 10c, and 11) (Adjusted Gross Income) (If less than \$8,000, see page 18 of Instructions on "Earned Income Credit")	12	2420		
• If you want IRS to figure your tax, see page 6 of Instructions. • If line 12 is under \$15,000, find tax in Tax Tables (on pages 8-18) and enter on line 13a, on the back. • If line 12 is \$15,000 or more, figure your tax using the Tax Computation Worksheet on page 18 of Instructions.				

Form 1040A (1975)

Page 2

13a Tax, check if from: ☒ Tax Tables (pages 8-18) OR ☐ Tax Computation Worksheet (page 18)	13a	400
b Credit for personal exemptions (multiply line 6d by \$30)	b	30
14a Balance (subtract line 13b from line 13a). If less than zero, enter zero.	14a	+0
b Credit for contributions to candidates for public office (see page 7 of Instructions)	b	
15 Income tax (subtract line 14b from line 14a). If less than zero, enter zero.	15	-0
16a Total Federal income tax withheld (attach Forms W-2 to front)	16a	381 70
b Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers see page 7 of Instructions)	b	
c 1975 estimated tax payments (include amount allowed as credit from 1974 return)	c	
d Earned income credit	d	
17 Total (add lines 16a, b, c, and d)	17	381 70
18 If line 15 is larger than line 17, enter BALANCE DUE IRS	18	
19 If line 17 is larger than line 15, enter amount OVERPAID	19	381 70
20 Amount of line 19 to be REFUNDED TO YOU	20	381 70
21 Amount of line 19 to be credited on 1976 estimated tax	21	
If all of overpayment (line 19) is to be refunded (line 20), make no entry on line 21.		
Other Dependents	(a) NAME	(b) Relationship
	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of \$750 or more?
	(e) Amount YOU furnished for dependent's support. If 100% write ALL.	(f) Amount furnished by OTHERS including dependent.
22 Total number of dependents listed in column (a). Enter here and on line 6c		

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here **Dan Jones** 4/13/76 Date
 Preparer's signature (other than taxpayer) _____ Date _____
 Spouse's signature (if filing jointly, BOTH must sign even if only one had income) _____
 Address (and ZIP Code) _____

ASSIGNMENT SHEET #2

Directions: Using the information on the preceding pages of the assignment and the information below complete short forms 1040A.

Assume that this is your own return and that you are "Single, not the head of the household." You were employed for 10 weeks during the summer by the Busy Company in your hometown and paid weekly.

With these figures and the above information, fill out the reproduction of Forms 1040A for 1975, for each of the problems. Use the Tax Table, which is reproduced, to determine the tax liability and the additional tax due or the overpayment to be refunded.

- | | | | |
|----------------|---------|-----------------------------|----------|
| 1. Total Wages | \$2,376 | Federal Income Tax Withheld | \$368.00 |
| 2. Total Wages | \$2,838 | Federal Income Tax Withheld | \$481.00 |

1975 Tax Tables

Table 1—Returns claiming ONE exemption (and not itemizing deductions)

If the amount on Form 1040A, line 12, is—		And you are—		If the amount on Form 1040A, line 12, is—		And you are—		If the amount on Form 1040A, line 12, is—		And you are—	
At least	But less than	A. Single not head of household	B. Head of household	D. Married filing separate	C. Married filing jointly	At least	But less than	A. Single not head of household	B. Head of household	D. Married filing separate	C. Married filing jointly
Your tax is—		Your tax is—		Your tax is—		Your tax is—		Your tax is—		Your tax is—	
0	990	0	0	0	0	4,150	4,200	280	272	400	454
990	925	0	0	0	2	4,200	4,250	289	280	410	462
925	950	0	0	0	5	4,250	4,300	297	288	419	470
950	975	0	0	0	8	4,300	4,350	306	296	429	478
975	1,000	0	0	0	11	4,350	4,400	315	305	439	486
1,000	1,025	0	0	0	14	4,400	4,450	324	314	448	494
1,025	1,050	0	0	0	17	4,450	4,500	334	323	457	502
1,050	1,075	0	0	0	20	4,500	4,550	343	332	467	510
1,075	1,100	0	0	0	23	4,550	4,600	353	341	476	518
1,100	1,125	0	0	0	26	4,600	4,650	362	350	486	526
1,125	1,150	0	0	0	29	4,650	4,700	372	359	495	534
1,150	1,175	0	0	0	32	4,700	4,750	381	368	505	542
1,175	1,200	0	0	0	35	4,750	4,800	391	377	514	550
1,200	1,225	0	0	0	38	4,800	4,850	400	386	524	558
1,225	1,250	0	0	0	41	4,850	4,900	410	395	533	566
1,250	1,275	0	0	0	43	4,900	4,950	419	404	543	574
1,275	1,300	0	0	0	46	4,950	5,000	429	413	552	582
1,300	1,325	0	0	0	49	5,000	5,050	438	422	562	590
1,325	1,350	0	0	0	52	5,050	5,100	448	431	571	597
1,350	1,375	0	0	0	55	5,100	5,150	457	440	581	605
1,375	1,400	0	0	0	58	5,150	5,200	467	449	590	613
1,400	1,425	0	0	0	61	5,200	5,250	476	458	600	621
1,425	1,450	0	0	0	64	5,250	5,300	486	467	609	629
1,450	1,475	0	0	0	67	5,300	5,350	495	476	619	637
1,475	1,500	0	0	0	70	5,350	5,400	505	485	628	645
1,500	1,525	0	0	0	73	5,400	5,450	514	494	638	653
1,525	1,550	0	0	0	76	5,450	5,500	524	503	647	661
1,550	1,575	0	0	0	79	5,500	5,550	533	512	657	669
1,575	1,600	0	0	0	81	5,550	5,600	543	521	666	677
1,600	1,625	0	0	0	86	5,600	5,650	552	530	676	685
1,625	1,650	0	0	0	89	5,650	5,700	562	539	685	693
1,650	1,675	0	0	0	92	5,700	5,750	571	548	695	703
1,675	1,700	0	0	0	95	5,750	5,800	581	557	707	712
1,700	1,725	0	0	2	98	5,800	5,850	590	566	718	721
1,725	1,750	0	0	5	101	5,850	5,900	600	575	729	731
1,750	1,775	0	0	9	105	5,900	5,950	609	584	740	740
1,775	1,800	0	0	13	108	5,950	6,000	619	593	751	749
1,800	1,825	0	0	16	111	6,000	6,050	629	602	762	758
1,825	1,850	0	0	19	114	6,050	6,100	638	611	773	768
1,850	1,875	0	0	23	117	6,100	6,150	647	620	784	777
1,875	1,900	0	0	26	120	6,150	6,200	657	629	795	786
1,900	1,925	0	0	30	123	6,200	6,250	666	638	806	795
1,925	1,950	0	0	33	127	6,250	6,300	676	647	817	805
1,950	1,975	0	0	37	130	6,300	6,350	685	656	828	814
1,975	2,000	0	0	40	133	6,350	6,400	695	665	839	823
2,000	2,025	0	0	44	136	6,400	6,450	706	674	850	832
2,025	2,050	0	0	47	139	6,450	6,500	716	684	861	842
2,050	2,075	0	0	51	142	6,500	6,550	727	693	872	851
2,075	2,100	0	0	54	146	6,550	6,600	737	703	883	860
2,100	2,125	0	0	58	149	6,600	6,650	748	712	894	869
2,125	2,150	0	0	61	152	6,650	6,700	758	722	905	879
2,150	2,175	0	0	65	156	6,700	6,750	769	731	916	888
2,175	2,200	0	0	68	159	6,750	6,800	779	741	927	897
2,200	2,225	0	0	72	162	6,800	6,850	790	750	938	906
2,225	2,250	0	0	75	166	6,850	6,900	800	760	949	916
2,250	2,275	0	0	79	169	6,900	6,950	811	769	960	925
2,275	2,300	0	0	83	172	6,950	7,000	821	779	971	934
2,300	2,325	0	0	87	176	7,000	7,050	832	788	982	943
2,325	2,350	0	0	91	179	7,050	7,100	842	798	993	952
2,350	2,375	2	2	94	183	7,100	7,150	853	807	1,004	962
2,375	2,400	5	5	98	186	7,150	7,200	863	817	1,015	971
2,400	2,425	9	9	102	189	7,200	7,250	874	826	1,026	980
2,425	2,450	12	12	106	193	7,250	7,300	884	836	1,037	989
2,450	2,475	16	16	109	196	7,300	7,350	895	845	1,048	999
2,475	2,500	19	19	113	200	7,350	7,400	905	855	1,059	1,008
2,500	2,525	23	23	117	203	7,400	7,450	916	864	1,070	1,017
2,525	2,550	26	26	121	206	7,450	7,500	926	874	1,081	1,026
2,550	2,575	30	30	124	209	7,500	7,550	937	883	1,092	1,036
2,575	2,600	33	33	128	213	7,550	7,600	947	893	1,103	1,045
2,600	2,625	37	37	132	216	7,600	7,650	958	902	1,114	1,054
2,625	2,650	40	40	136	219	7,650	7,700	968	912	1,125	1,063
2,650	2,675	44	44	139	223	7,700	7,750	979	921	1,136	1,073
2,675	2,700	47	47	143	226	7,750	7,800	989	931	1,147	1,082
2,700	2,725	51	51	147	230	7,800	7,850	999	941	1,157	1,091
2,725	2,750	54	54	151	233	7,850	7,900	1,010	950	1,174	1,100
2,750	2,775	58	58	155	237	7,900	7,950	1,021	959	1,186	1,110
2,775	2,800	61	61	159	241	7,950	8,000	1,031	969	1,199	1,119
2,800	2,825	65	65	163	244	8,000	8,050	1,042	978	1,211	1,129
2,825	2,850	68	68	167	248	8,050	8,100	1,052	988	1,224	1,138
2,850	2,875	72	72	171	251	8,100	8,150	1,063	997	1,236	1,148
2,875	2,900	76	75	175	255	8,150	8,200	1,073	1,007	1,249	1,157
2,900	2,925	79	79	179	258	8,200	8,250	1,084	1,016	1,261	1,174
2,925	2,950	83	82	183	262	8,250	8,300	1,094	1,026	1,274	1,186
2,950	2,975	87	86	187	266	8,300	8,350	1,105	1,035	1,286	1,199
2,975	3,000	91	89	191	269	8,350	8,400	1,116	1,045	1,299	1,211
3,000	3,025	96	95	197	274	8,400	8,450	1,128	1,057	1,311	1,224
3,025	3,050	100	100	200	278	8,450	8,500	1,140	1,068	1,324	1,236
3,050	3,075	111	109	213	289	8,500	8,550	1,152	1,079	1,336	1,249
3,075	3,100	119	118	221	296	8,550	8,600	1,164	1,090	1,349	1,261
3,100	3,125	126	122	229	303	8,600	8,650	1,176	1,101	1,361	1,274
3,125	3,150	134	130	238	310	8,650	8,700	1,188	1,112	1,374	1,286
3,150	3,175	141	137	246	318	8,700	8,750	1,200	1,123	1,386	1,299
3,175	3,200	149	144	255	326	8,750	8,800	1,212	1,134	1,399	1,311
3,200	3,225	157	152	263	334	8,800	8,850	1,224	1,145	1,411	1,324
3,225	3,250	165	160	272	342	8,850	8,900	1,236	1,156	1,424	1,336
3,250	3,275	173	168	280	350	8,900	8,950	1,248	1,167	1,436	1,349
3,275	3,300	181	176	289	358	8,950	9,000	1,260	1,178	1,449	1,361
3,300	3,325	189	184	297	366	9,000	9,050	1,272	1,189	1,461	1,374
3,325	3,350	197	192	306	374	9,050	9,100	1,284	1,200	1,474	1,386
3,350	3,375	205	200	315	382	9,100	9,150	1,296	1,211	1,486	1,399
3,375	3,400	213	208	324	390</						

ASSIGNMENT SHEET #2

Short Form 1040A

U.S. Individual Income Tax Return

Department of the Treasury
Internal Revenue Service

1975

Please print or type	Name (If joint return, give first names and initials of both)	Last name	Your social security number	For Privacy Act Notification, see page 2 of Instructions. For IRS use only ☐
	Present home address (Number and street, including apartment number, or rural route)		Spouse's social security no.	
	City, town or post office, State and ZIP code		Occupation	Yours ☐ Spouse's ☐

Requested by Census Bureau for Revenue Sharing	A In what city, town, village, etc., do you live?	B Do you live within the legal limits of the city, town, etc.? ☐ Yes ☐ No ☐ Don't know	C In what county and State do you live? County State	D In what township do you live? (See page 5.)
---	--	---	---	--

Filing Status	1 ☐ Single (check only ONE box)	Exemptions	6a Regular ☐ Yourself ☐ Spouse	Enter number of boxes checked ☐
	2 ☐ Married filing joint return (even if only one had income)		b First names of your dependent children who lived with you	Enter number ☐
	3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ☐		c Number of other dependents (from line 22)	☐
	4 ☐ Unmarried Head of Household (See page 4 of Instructions)		d Total (add lines 6a, b, and c)	☐
	5 ☐ Qualifying widow(er) with dependent child (Year spouse died ☐ 19). See page 4 of Instructions.		e Age 65 or over ☐ Yourself ☐ Spouse	Enter number of boxes checked ☐
Attach Copy B of Forms W-2 and Check for Money Order here	8 Presidential Election Campaign Fund ☐ Do you wish to designate \$1 of your taxes for this fund? If joint return, does your spouse wish to designate \$1?	Yes ☐ No ☐	Yes ☐ No ☐	Note: If you check the "Yes" box(es) it will not increase your tax or reduce your refund.
	9 Wages, salaries, tips, and other employee compensation (if over \$400, see Instruc.)	(Attach Forms W-2. If unavailable, see page 6 of Instructions)	9	
	10a Dividends (if over \$400, see Instruc.)	10b Less exclusion \$	Balance	10c
	11 Interest income (if over \$400, see Instructions at top of page 3)		11	
	12 Total (add lines 9, 10c, and 11) (Adjusted Gross Income) (If less than \$8,000, see page 18 of Instructions on "Earned Income Credit")		12	

- If you want IRS to figure your tax, see page 6 of Instructions.
- If line 12 is under \$15,000, find tax in Tax Tables (on pages 8-18) and enter on line 13a, on the back.
- If line 12 is \$15,000 or more, figure your tax using the Tax Computation Worksheet on page 18 of Instructions.

Form 1040A (1975)

Page 2

13a Tax, check if from: ☐ Tax Tables (pages 8-18) OR ☐ Tax Computation Worksheet (page 18)	13a	
b Credit for personal exemptions (multiply line 6d by \$30)	b	
14a Balance (subtract line 13b from line 13a). If less than zero, enter zero.	14a	
b Credit for contributions to candidates for public office (see page 7 of Instructions)	b	
15 Income tax (subtract line 14b from line 14a). If less than zero, enter zero.	15	
16a Total Federal income tax withheld (attach Forms W-2 to front)	16a	
b Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 7 of Instructions)	b	
c 1975 estimated tax payments (include amount allowed as credit from 1974 return)	c	
d Earned income credit	d	
17 Total (add lines 16a, b, c, and d)	17	
18 If line 15 is larger than line 17, enter BALANCE DUE IRS	18	
19 If line 17 is larger than line 15, enter amount OVERPAID	19	
20 Amount of line 19 to be REFUNDED TO YOU	20	
21 Amount of line 19 to be credited on 1976 estimated tax	21	

Other Dependents	(a) NAME	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of \$750 or more?	(e) Amount YOU furnished for dependent's support. If 100% write ALL.	(f) Amount furnished by OTHERS including dependent.
					\$	\$

22 Total number of dependents listed in column (a). Enter here and on line 6c

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here	Your signature	Date	Preparer's signature (other than taxpayer)	Date
	Spouse's signature (if filing jointly, BOTH must sign even if only one had income)			Address (and ZIP Code)

ASSIGNMENT SHEET #2

Short Form 1040A

U.S. Individual Income Tax Return

Department of the Treasury
Internal Revenue Service

1975

Please print or type	Name (If joint return, give first names and initials of both)	Last name	Your social security number	For Privacy Act Notification, see page 2 of Instructions.
	Present home address (Number and street, including apartment number, or rural route)		Spouse's social security no.	For IRS use only
	City, town or post office, State and ZIP code		Occupation Yours ☐ Spouse's ☐	

Requested by
Census Bureau
for Revenue
SharingA In what city, town, village,
etc., do you live?B Do you live within the legal
limits of the city, town, etc.?☐ Yes ☐ No ☐ Don't know

C In what county and State do you live?

County

State

D In what township do
you live? (See page 5.)

Filing Status	1 ☐ Single (check only ONE box)	Exemptions	6a Regular ☐ Yourself ☐ Spouse Enter number of boxes checked ☐
	2 ☐ Married filing joint return (even if only one had income)		b First names of your dependent children who lived with you Enter number ☐
	3 ☐ Married filing separately. If spouse is also filing give spouse's social security number in designated space above and enter full name here ☐		c Number of other dependents (from line 22) ☐
	4 ☐ Unmarried Head of Household (See page 4 of Instructions)		d Total (add lines 6a, b, and c) ☐
	5 ☐ Qualifying widow(er) with dependent child (Year spouse died ☐ 19 ☐). See page 4 of Instructions.		e Age 65 or over ☐ Yourself ☐ Spouse Enter number of boxes checked ☐ Blind ☐ Yourself ☐ Spouse
7 Total (add lines 6d and e) ☐			

Attach Copy B of Forms W-2
and Check or Money Order here8 Presidential Election
Campaign FundDo you wish to designate \$1 of your taxes for this fund?
If joint return, does your spouse wish to designate \$1?Yes ☒ No ☐Yes ☒ No ☐Note: If you check the "Yes"
box(es) it will not increase
your tax or reduce your refund.

9 Wages, salaries, tips, and other employee compensation

(Attach Forms W-2. If unavailable, see page 6 of Instructions)

9

10a Dividends (if over \$400, see Instructions at top of page 3)

10b Less exclusion \$ Balance ☐

10c

11 Interest income (if over \$400, see Instructions at top of page 3)

11

12 Total (add lines 9, 10c, and 11) (Adjusted Gross Income)

(If less than \$8,000, see page 18 of Instructions on "Earned Income Credit")

12

● If you want IRS to figure your tax, see page 6 of Instructions.

● If line 12 is under \$15,000, find tax in Tax Tables (on pages 8-18) and enter on line 13a, on the back.

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Form 1040A (1975)

Page 2

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b Credit for personal exemptions (multiply line 6d by \$30)	b
14a Balance (subtract line 13b from line 13a). If less than zero, enter zero.	14a
b Credit for contributions to candidates for public office (see page 7 of Instructions)	b
15 Income tax (subtract line 14b from line 14a). If less than zero, enter zero.	15
16a Total Federal income tax withheld (attach Forms W-2 to front)	16a
b Excess FICA, RRTA, or FICA/RRTA tax withheld (two or more employers—see page 7 of Instructions)	b
c 1975 estimated tax payments (include amount allowed as credit from 1974 return)	c
d Earned income credit	d
17 Total (add lines 16a, b, c, and d)	17
18 If line 15 is larger than line 17, enter BALANCE DUE IRS	18
19 If line 17 is larger than line 15, enter amount OVERPAID	19
20 Amount of line 19 to be REFUNDED TO YOU	20
21 Amount of line 19 to be credited on 1976 estimated tax ☐ 21	

Pay amount on line 18 in full
with this return. Write social
security number on check or
money order and make pay-
able to Internal Revenue
Service.

Other Dependents	(a) NAME	(b) Relationship	(c) Months lived in your home. If born or died during year, write B or D.	(d) Did dependent have income of \$750 or more?	(e) Amount YOU furnished for dependent's support. If 100% write ALL.	(f) Amount furnished by OTHERS including dependent
					\$	\$

22 Total number of dependents listed in column (a). Enter here and on line 6c

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief it is true, correct and complete. Declaration of preparer (other than taxpayer) is based on all information of which preparer has any knowledge.

Sign here ☐ Your signature ☐ Date ☐ Preparer's signature (other than taxpayer) ☐ Date

☐ Spouse's signature (if filing jointly, BOTH must sign even if only one had income)

Address (and ZIP Code)

TAX MANAGEMENT
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

1. \$930.00
2. \$214.28
3. \$120.00

Assignment Sheet #2

	Tax liability from Tax Table (1 exemption)	Refund due Item 24 Form 1040A
1.	0	\$368.00
2.	0	\$443.00

TAX MANAGEMENT
UNIT III

TEST

1. Match the terms on the right with the correct definition,

- | | |
|---|---|
| <p>___ a. Person operating his own business</p> <p>___ b. Dollar amount used to compute depreciation</p> <p>___ c. Decline in value of an asset due to such causes as wear and tear, action of elements, obsolescence, and inadequacy</p> <p>___ d. Items or resources owned</p> <p>___ e. Value of an asset at the end of its useful life</p> <p>___ f. Assessment taxes against real property, personal property, and public service property</p> <p>___ g. Farm income received other than sale of crops and livestock</p> <p>___ h. Animals bought for resale</p> <p>___ i. Animals raised on a farm primarily for sale</p> <p>___ j. A tax form used along with the 1040 form to complete farm income and expenses</p> <p>___ k. Permits the taxpayer who receives an unusually large amount of income in one year to be taxed on this income as if it had been received over a five year period</p> | <p>1. Ad valorem tax</p> <p>2. Self-employed</p> <p>3. Salvage value</p> <p>4. Schedule F</p> <p>5. Purchased livestock</p> <p>6. Market livestock</p> <p>7. Depreciation</p> <p>8. Assets</p> <p>9. Tax basis</p> <p>10. Other farm income</p> <p>11. Income averaging</p> |
|---|---|

2. Name four reasons good records are important for tax management.

a.

b.

c.

d.

3. Match the methods of reporting farm income on the right to the correct description.

___ a. If producing a crop that takes more than a year from planting to harvesting and selling, one may use the crop method of accounting: the expenses of producing the crop are deducted in the year of sale; profit or loss is not determined until the crop is harvested and sold

1. Cash method

2. Accrual method

3. Crop method

___ b. Use inventories of livestock, crops, produce, feed and supplies, to determine gross income; sales are treated as income when the price of the item is recoverable; expenses are deductible when payable

___ c. Income is reported in the year cash or its equivalent is received from the sales of produce or property or for services performed; deductions for farm expense items are made in the year in which they are paid out

4. Match the method of depreciation with the proper definition on the right.

___ a. A fixed rate of depreciation is used every year and applies to the value of the asset at the beginning of the year

1. Straight line

2. Diminishing balance

___ b. Yearly depreciation consists of dividing total anticipated depreciation by the number of years asset is expected to last

3. Sum-of-the digits method

4. Additional first year depreciation

- ___ c. An additional 20 percent first year depreciation on new or used tangible personal property may be used if proper provisions are met
 - ___ d. Annual depreciation is determined by multiplying a fraction times the amount to be depreciated
5. Determine the annual depreciation of the following by using the straight line method.
- a. Original cost \$1,000.00
 - b. Expected life 10 years
 - c. Projected salvage value \$100.00
 - d. Annual depreciation _____
6. Select from the list below those who must file an income tax return. Place an "X" by the proper answers.
- ___ a. A single individual under 65 years of age having \$2350 or more gross income for the year
 - ___ b. Any individual who may be claimed as the dependent of another taxpayer must file a return if gross income is \$600 or more
 - ___ c. Married persons under age 65 having the combined gross income of \$3400 per year provided a joint return is used
 - ___ d. Self-employed persons having net earnings from self-employment of \$350 per year
7. Complete short form 1040A when given an assimilated situation.
- (NOTE: If this activity has not been accomplished prior to the test, ask the instructor when it should be completed.)

TAX MANAGEMENT
UNIT III

ANSWERS TO TEST

1.
 - a. 2
 - b. 9
 - c. 7
 - d. 8
 - e. 3
 - f. 1
 - g. 10
 - h. 5
 - i. 6
 - j. 4
 - k. 11
2. Any four of the following:
 - a. Records identifying receipts make it possible to substantiate the fact that some of these receipts are from a source which makes them non-taxable
 - b. If expenses are not recorded at the time they are incurred or paid, some may be overlooked or forgotten when preparing a tax return
 - c. The cost of farm assets should be recorded so the depreciation allowance can be determined
 - d. Upon audit of an income tax return by the Internal Revenue Service, accurate records are needed to verify the items reported
 - e. If records show the date an asset was acquired, for what it was used, and whether it was sold, traded, destroyed, or otherwise disposed of, capital gains provisions of the law or 100 percent loss provisions can sometimes be claimed
 - f. Records are valuable for efficient management and provide a basis for analyzing a business and for obtaining credit
 - g. Records should establish the amount of earnings to be reported for self-employment social security tax purposes

3. a. 3
b. 2
c. 1
4. a. 2
b. 1
c. 4
d. 3
5. \$90
6. a, c
7. Evaluated to the satisfaction of the instructor.

LEGAL ASPECTS OF AGRIBUSINESS
UNIT IV

UNIT OBJECTIVE

After completion of this unit, the student should be able to match terms to their definitions. The student should be able to list the employer's responsibilities and liabilities, employee's responsibility, basic regulations regarding agribusiness establishments and OSHA standards in agriculture. This knowledge will be evidenced through demonstration and by scoring eighty-five percent on the unit test.

SPECIFIC OBJECTIVES

After completion of this unit, the student should be able to:

1. Match terms to their definitions.
2. Discuss the purpose of OSHA.
3. List the employer's responsibilities.
4. State the employee's responsibility.
5. List the basic regulations regarding agribusiness establishments.
6. Match OSHA standards in agriculture to their meanings.
7. Discuss liabilities for acts of employees.
8. Complete a wordogram by identifying twenty-eight safety terms.

LEGAL ASPECTS OF AGRIBUSINESS
UNIT IV

SUGGESTED ACTIVITIES

I. Instructor

- A. Provide student with objective sheet
- B. Provide student with information and assignment sheets
- C. Discuss unit and specific objectives
- D. Discuss information and assignment sheets
- E. Contact OSHA representative in your state for copy of "Required Notice I: Safety and Health Protection on the Job"
- F. The OSHA representative will put on a safety program for your class.
- G. Give test

II. Student

- A. Read objective sheet
- B. Study information and assignment sheets
- C. Take test

INSTRUCTIONAL MATERIALS

I. Included in this unit

- A. Objective sheet
- B. Information sheet
- C. Assignment Sheet #1--Safety Puzzle
- D. Answers to assignment sheet
- E. Test
- F. Answers to test

II. References

- A. *OSHA Reference Manual*. Oklahoma Safety Council. Santa Monica: Insurors Press, Inc., 1973.
- B. "*Agriculture and the Occupational Safety and Health Act (OSHA)*." University of Missouri Guide, University of Missouri-Columbia, Extension Division, Health and Safety page 1961, 1975.

LEGAL ASPECTS OF AGRIBUSINESS
UNIT IV

INFORMATION SHEET

- I. Terms and definitions
 - A. OSHA--Occupational Safety and Health Act
 - B. Employee--Person hired to perform certain tasks
 - C. Agent--Person hired with authority to either (1) transact business or (2) manage certain affairs
 - D. Independent contractor--Person contracted to do a certain job according to his own methods
 - E. Liability--State of being liable
 - F. Negligence--Failure to use a reasonable amount of care when such failure results in injury or damage to another
 - G. Workmen's compensation--Compensation to an employee for injury suffered in connection with his work
- II. Purpose of OSHA--An individual who employs one or more persons, has the legal responsibility for assuring safe and helpful working conditions under the William-Steiger Occupational Safety and Health Act (OSHA) of 1970
- III. Employer's responsibilities
 - A. Insures each employee a place of employment free from recognized hazards that are causing or are likely to cause death or serious physical harm
 - B. Compiles with occupational safety and health standards created by OSHA and five federal agriculture safety standards
 - C. Posts a notice of the Occupational Safety and Health Act
 - D. Trains employees
 - E. Posts a listing of emergency phone numbers
 - F. Informs employees of the rules and regulations affecting them
 - G. Keeps records on occupational injuries and illness

INFORMATION SHEET

- IV. Employee's responsibility--To comply with the OSHA rules and regulations which apply to his actions and conduct

(NOTE: Check local and state rules and regulations in regards to OSHA.)

- V. Basic regulations regarding agribusiness establishments

A. Each establishment is to have a safety training program

B. Each establishment is to have someone on the staff trained in first aid with first aid supplies readily available

C. Every structure or building must be provided with exits sufficient for prompt escape of occupants in case of fire or other emergencies

D. All exits will have free access and be clearly marked

E. Protective eye and face equipment is required where there is a likely probability of injury that could be prevented by the equipment

Example: Some floor cleaners contain harsh cleaning chemicals that could be harmful to the eyes.

F. Respirator is to be worn when the possibility of breathing potentially hazardous fumes exists

Example: A respirator should be worn when applying insecticide to a field.

G. Safety-toe footwear should be worn

H. Floors should be kept clean and as dry as possible

I. Mats should be used on water slick floor

J. Adequate toilet facilities are to be provided

K. Location of fire extinguishers should be marked by the color red

L. Portable fire extinguishers should be readily accessible and in working order

INFORMATION SHEET

VI. OSHA standards in agriculture

- A. (Slow moving vehicle) SMV Emblem Standard--States that the SMV emblem must be displayed on all vehicles operated by employees that travel at a speed of less than 25 mph
- B. Anhydrous Ammonia Standard
 - 1. Includes requirements for the construction, location and installation, valves and fittings, and safety relief valves on anhydrous ammonia containers
 - 2. Regulates the vehicles that transport the containers, the refrigeration system and the equipment used in application
- C. Pulpwood Logging Standard
 - 1. Applies to the harvest of pulpwood and covers environmental conditions, clothing and personal protective devices, first aid, hand tools, explosives, stationary and mobile equipment, machinery guards, mufflers and guylines
 - 2. States instructions on logging, construction and maintenance of road and bridges
- D. Temporary Labor Camp Standard
 - 1. Covers environmental aspects of housing such as site selection, building construction, space, ventilation and heating
 - 2. Prescribes sanitation requirements for cooking and eating space, water supply, laundry, bathing facilities, toilets, refuse disposal and insect and rodent control
- E. Roll Over Protection Standard--Requires that all tractors over 20 horsepower operated by an employee and manufactured after October 1976 must be equipped with a roll over protective structure

LEGAL ASPECTS OF AGRIBUSINESS UNIT IV

ASSIGNMENT SHEET #1--SAFETY PUZZLE

Directions: Try to find the twenty-eight safety terms that are hidden in this puzzle.

- | | | |
|-----------------|-------------------------|---------------------|
| 1. Prevention | 11. Common Sense | 21. Over Confidence |
| 2. Think | 12. Procedures | 22. Plan Work |
| 3. Safety | 13. Clean up | 23. Distractions |
| 4. Caution | 14. Maintenance | 24. First Aid |
| 5. Guard | 15. Eye Protection | 25. Fingers |
| 6. Work Space | 16. Appropriate Clothes | 26. Responsibility |
| 7. Organization | 17. Fire Exit | 27. Consideration |
| 8. Accident | 18. Safety Zone | 28. OSHA |
| 9. Careless | 19. Tool Condition | |
| 10. Cooperation | 20. Sharp Edges | |

S Y U I O P N B X V J N O I T C E T O R P E Y E A B N N
 S A C C I D E N T P V R E S P O N S I B I L I T Y H O D
 B C F D U E R T V W C O N S I D E R A T I O N S J I L M
 C K D E R S T U V J K R M N O H E H I J V Y X U T P L N
 N A A C T P R M X V S P E K T C T J L D H Y J U B C O G
 V S R T U Y X W H I G V N O N T U B R K G U A R D I C F
 B T C E S E R F Q G P H L E O I N J M K L C C D T S T I
 V L D X L A U M L B K C D S R B G I K P C D E A F K T N
 L V U D L E J K T S E I H G P T L P R B I E R I G U B G
 A J T H B K S R O T F S P T N Q C E F G B E V W Y S J E
 E L B T O R D S A N G F H L K J L N R J P H G C A B E R
 N R E B A C G I O H F J R N A L J P R O C E D U R E S S
 O R D S A N R C G F T H I N K N H L O K J L P J G C A F
 Z N N B A P R E Y K P R O T E C W C T I J V X B N P O I
 Y I O P O E N B X I D X V I T W C O E P X I T T O P R E
 T M L R V C O M M O N S E N S E I J R S N T A E D I S T
 E N P O L P T U X Y V J I N H E H O N K M R K J V U T I
 F P C K D E R S T U V J T O O L C O N D I T I O N D H X
 A V L D X L A U M N L S B I K S N O I T C A R T S I D E
 S A K T J B K S O R E O T T F S P T N W Q C E F G B W E
 G O C B U J Y I H G D L J A T C T K E P O S V X M R P R
 O T S T D C T C D L K M J Z N I O E L H P R G Q F R E I
 S Y A C K N A E S T L V J I L R X I R R N I K M N P V F
 H C F D E A P R C D U T B N F I R S T A I D E S D N O L
 A C D V E R C T E X C L E A N U P D H T B S B P P R O K
 O I E U A R T U S L L B O G A A A O V L D X H U D A K E
 N R E H R T R X R U J S D R G R R N O T R A K Y T A C P
 P D S L E J K T S E I H G O P T L M A I N T E N A N C E

LEGAL ASPECTS OF AGRIBUSINESS UNIT IV

ANSWERS TO ASSIGNMENT SHEET

SYUIOPNBXVJNOITCETORPEYEABNN
 SACCIDENTPVRESPONSIBILITYHOD
 BCFDUERTVWCONSIDERATIONSJILM
 CKDERSTUVJKRMNOHEHIJVYXUTPLN
 NAACTPRMXVSPEKTCTJLDHYJUBCOG
 VSRTUYXWHIGVNONNTUBRKGUARDICF
 BTCESERFQGPHEOINJMKLCCDTSTI
 VLDXLAUMLBKCDSRBGIKPCDEAFKTN
 LVUDLEJKTSEIHGPTLPRBIEIRIGUBG
 AJTHBKSROTFSPNTNQCEFGBEVWYSJE
 ELBTORDSANGFHLKJLNRJPHGCABER
 NREBACGIOHFJRNALJPROCEDURES
 ORDSANRCGFTHINKNHLOKJLPJGCAF
 ZNNBAPREYKPROTECWCTIJVXBNPOI
 YIOPOENBXIDXVITWCOEPXITTOPRE
 TMLRVCOMMONSENSEIJRSNTAEDIST
 ENPOLPTUXYVJINHEHONKMRKJVUTI
 FPCKDERSTUVJTOOLCONDITIONDHX
 AVLDXLAUMNLSBIKSNOITCARTSIDE
 SAKTJBKSOREOTTFSPTNWQCEFGBWE
 GOCBUJYIHGDLJATCTKEPOSVXMRPR
 OTSTDCTCDLKMJZNIOELHPRGQFREI
 SYACKNAESTLVJILRXIRRNIKMNPVF
 HCFDEAPRCDUTBNFIRSTAIDESDNOL
 ACDVERCTEXCLEANUPDHTBSBPPROK
 OIEUARTUSLLBOGAAA OVLDXHUDAKE
 NREHRTXRURJSDRGRRNOTRAKYTACP
 PDSLEJKTSEIHGOPTLMAINTENANCE

LEGAL ASPECTS OF AGRIBUSINESS
UNIT IV

TEST

1. Match the terms to their correct definition.

- | | |
|--|---------------------------|
| ___ a. Occupational Safety and Health Act | 1. Agent |
| ___ b. Person hired to perform certain tasks | 2. Employee |
| ___ c. Person hired with authority to either (1) transact business or (2) manage certain affairs | 3. Independent contractor |
| ___ d. Person contracted to do a certain job according to his own methods | 4. Liability |
| ___ e. State of being liable | 5. Negligence |
| ___ f. Failure to use a reasonable amount of care when such failure results in injury or damage to another | 6. OSHA |
| ___ g. Compensation to an employee for injury suffered in connection with his employment | 7. Workmen's compensation |

2. Discuss the purpose of OSHA.

3. List the employer's responsibilities.

a.

b.

c.

d.

e.

f.

g.

4. State the employee's responsibility.

5. List seven basic regulations regarding agribusiness establishments.

a.

b.

c.

d.

e.

f.

g.

6. Match the OSHA standards in agriculture on the right to the meanings.

- | | |
|---|---|
| <p>— a. Covers environmental aspects of housing such as site selection, building construction, space, ventilation and heating. It also prescribes sanitation requirements for cooking and eating space, water supply, laundry, bathing facilities, toilets, refuge disposal, insect and rodent control</p> | <p>1. Roll Over Protection Standard</p> |
| <p>— b. States that the SMV emblem must be displayed on all vehicles operated by employees that travel at a speed of less than 25 mph</p> | <p>2. SMV Emblem Standard</p> |
| <p>— c. Includes requirements for the construction, location and installation, valves and fittings, and safety relief valves on anhydrous ammonia containers. The standard also regulates the vehicles that transport the containers, the refrigeration system and the equipment used in application</p> | <p>3. Anhydrous Ammonia Standard</p> |
| <p>— d. Applies to the harvest of pulpwood and environmental conditions, clothing and personal protective devices, first aid, hand tools, explosives, stationary and mobile equipment, machinery guards, mufflers and guidelines. Also included are instructions on logging, construction and maintenance of road and bridges</p> | <p>4. Pulpwood Logging Standard</p> |
| <p>— e. Requires that all tractors over 20 horsepower operated by an employee and manufactured after October 1976 must be equipped with this safety protective structure</p> | <p>5. Temporary Labor Camp Standard</p> |

7. Discuss liabilities for acts of employees.

8. Complete a wordogram by identifying twenty-eight safety terms.

(Note: If this activity has not been accomplished prior to the test, ask your instructor when it should be completed.)

LEGAL ASPECTS OF AGRIBUSINESS
UNIT IV

ANSWERS TO TEST

1. a. 6
 b. 2
 c. 1
 d. 3
 e. 4
 f. 5
 g. 7
2. Discussion should include:

 An individual who employees one or more persons has the legal responsibility for assuring safe and helpful working conditions under the William-Steiger Occupational Safety and Health Act (OSHA) of 1970
3. a. Ensures each employee a place of employment free from recognized hazards that are causing or are likely to cause death or serious physical harm
 b. Complies with Occupational Safety and Health Standards created by OSHA and five federal agriculture safety standards
 c. Posts a notice of the Occupational Safety and Health Act
 d. Trains employees
 e. Posts a listing of emergency phone numbers
 f. Informs employees of the rules and regulations affecting them
 g. Keeps records on occupational injuries and illnesses

5.
 - a. Each establishment is to have a safety training program
 - b. Each establishment is to have someone on the staff trained in first aid with first aid supplies readily available
 - c. Every structure or building must be provided with exits sufficient for prompt escape of occupants in case of fire or other emergencies
 - d. All exits will have free access and be clearly marked
 - e. Protective eye and face equipment is required where there is a likely probability of injury that could be prevented by the equipment
 - f. Respirator is to be worn when the possibility of breathing potentially hazardous fumes exists
 - g. Safety-toe footwear should be worn
 - h. Floors should be kept clean and as dry as possible
 - i. Mats should be used on water slick floor
 - j. Adequate toilet facilities are to be provided
 - k. Location of fire extinguishers should be marked by the color red
 - l. Portable fire extinguishers should be readily accessible and in working order
6.
 - a. 5
 - b. 2
 - c. 3
 - d. 4
 - e. 1
7. A major factor affecting the legal classification of a hired person is the degree of control which an employer has over his employee
 (NOTE: Employers are legally responsible for injuries or damages caused by employees who are acting within the scope of their employment.)
8. Evaluated to the satisfaction of the instructor.